University of Alberta

Adolescents' Experiences of Living in a Group Home

by

Colleen Marie Newell

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A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment
of the requirements for the degree of Master of Education in Counselling Psychology.

Department of Educational Psychology

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Abstract

Although group homes for troubled youths are very common, it is unknown if they are effective and, if so, what makes them effective. The experience of living in a group home was studied from the perspective of group home residents in order to generate hypotheses about the active ingredients of the group home experience. Participants (1 male, 3 female, between ages 14 and 16 years) were chosen from residents of a group home whose mandate was to provide a structured environment for youths who were having difficulties in their family home environment. Participants were asked to describe in their own words what it is like to live in the group home. The interviews were transcribed and analyzed using phenomenological methodology. A description of each resident's experience is presented along with a shared description of the phenomenon incorporating common themes derived from the interviews. Some of the common themes discovered were: forming a bond to at least one staff member; learning meaningful consequences for actions; having difficulties with visitors at the group home; and recognizing changes made to self. From these common themes hypotheses are made about what is necessary in a group home to be effective for residents.

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Adolescents' Experiences of Living in a Group Home

Group homes have existed for many years, providing services for various people in need. Residents of group homes include children, adolescents, and adults, depending on the mandate of the group home. There seems to be an increasing need for adolescent services, especially in the area of out-of-home support based on the increase of child welfare cases (Alberta Family and Social Services, 1998). Adolescents are removed from or leave their home environments and placed in group homes for assistance. So, how do group homes work for children with difficulties? And more importantly, are group homes effective? In order to begin to answer these questions, the aspects of living at a group home need to be explored. By asking how adolescents experience living in a group home, we can generate ideas about potentially effective components of group homes. This discovery-oriented approach of learning about group homes as the resident experiences it is important for many reasons.

In the case of group home life, no one could describe the experience better than an adolescent who is living there could. Living in a group home is one experience that some adolescents have more knowledge about than the adults around them. To allow these adolescents to be heard while they are still living in the group home means that there are still things that the staff and family members could do to provide the best care for that resident. It may not be as helpful for these adolescents to tell their stories 10 years from now because circumstances will have changed, both for the former residents and the status of group homes.

An interview can provide rich data about a person's experience that standardized tests and questionnaires cannot. Questionnaires and rating scales provide adequate measures of differences between populations or settings but they do not give information about what it feels like to experience something. An interview allows a person to describe their thoughts, feelings, and behaviors that constitute the experience. By listening to many aspects of a person's experience, a researcher could formulate a general structure of that experience so that others could recognize what it is like to live in a group home.

Studying adolescents' experiences of living in a group home is important for the staff at the group homes, the families of the adolescents in the group homes, and the adolescents living in the group homes. With an understanding of an adolescent's experience of living in a group home, all of these people can learn better ways to care for residents of a group home. This understanding ran lead to generating plausible hypotheses about the effectiveness of group homes and direct future researchers to test these ideas.

Review of the Literature

What Group Home Residents Need

It is important to recognize some of the fundamental aspects of the residents receiving treatment and what their needs consist of as they develop within a group home. Sunday and Moore (1988) compared scores of adolescents within a group home on the Achenbach Child Behavior Checklist, as completed by each child's social worker, with adolescents living in a residential treatment. They found girls living in a group home had less severe mental health needs than boys and that boys living in group homes had more severe mental health needs than boys living in residential treatment facilities. The researchers suggest that there needs to be more focus on meeting mental health needs for group home residents, especially boys. Hoffart and Grinnell, Jr. (1994) also found that adolescent females living within group homes had less severe behavior problems than did adolescent females living in institutions. However, these differences were not found to be consistently or clinically significant between children in institutions versus group homes. These researchers demonstrated that children are being placed in these types of care for reasons other than severity and type of disturbance, so a client-driven placement system needs to be considered. They suggest that treatment for adolescents should be chosen based on the unique needs of the child in addition to the type of treatment provided by the facility.

Pumariega, Johnson, and Sheridan (1995) administered a questionnaire, including the Center for Epidemiological Survey-Depression Scale (CES-D), substance abuse items, and background information items, to 299 adolescents. Adolescents living within group homes were found to have a rate of psychiatric disorders and substance abuse issues significantly higher than the general population. Only a history of runaway behavior was significantly correlated with number of previous placements. Pumariega, et al. argued that care within group homes should focus on meeting the mental health needs of its residents or provide access to the appropriate psychologists or psychiatrists.

Wilson and Conroy (1999) found that children in group homes identify feeling safe and loved as needs not currently met to an adequate level compared to children in foster care. Through interviews about the satisfaction with their placement that these children identified what needs were being met and which ones need more attention. The children recognized that they were treated well, had enough food to eat, and felt comfortable within their placements.

Effectiveness and Structure of Group Homes

Jones (1986) conducted a qualitative study of the lifestyle of residents in a group home through interviews with residents and staff members. Behavior improvements were assessed by the Adaptive Functioning Index for each of the residents. These residents were between 16 and 22 years old and were designated as either severely or moderately retarded. Jones found that the residents had improved their adaptive behaviors over time and the identification of a friend was considered evidence of existing relationships and social contact. Residents reported they were satisfied with the independence they have at the group home, and the care they received, and they disliked nothing about it.

Krueger and Hansen (1987) studied adolescents' changes in self-concept during group home placements. They provided a description of how they designed the program to enhance self-concept and then used the Tennessee Self-Concept Scale to determine changes. Both boys and girls significantly improved in self-esteem. The researchers stated that not all of the adolescents were helped by the program but gave no potential reasons for their differences. They attributed these adolescents' changes to being in treatment. This is difficult to determine without looking at other potential causes from events occurring simultaneously to the treatment. Regardless, the researchers demonstrated that adolescents receiving treatment could improve their self-concept.

Levinson & Minty (1992) included participant observation, interviews with staff members, current residents, past residents, foster parents, and adoptive parents, and standardized questionnaires administered to present and past residents to analyze the effectiveness of the group home. Two-thirds to three-quarters of the residents responded that the group home helped them. They also identified negative aspects, such as lack of staff time, shortage of money, difficulties finding family placements for residents, and problems with the bureaucratic systems.

Wilson and Conroy (1999) interviewed children in foster care and group homes to gain an understanding of how they rated the quality of life within their placements. These children not only reflected on how things were at the present time but also on the changes that they recognized in themselves. Overall, the children reported improvements in school and self-esteem as well as having fun and feeling comfortable in their surroundings.

Summary of Research Literature

It is evident that group home residents have needs beyond the basic ones of food, shelter, and clothing that need to be addressed while developing in care facilities. Mental health needs, including dealing with substance abuse issues, are of great importance for residents of group homes to address (Sunday & Moore, 1988, Pumariega, et al., 1995). Research supports choosing treatment based on the individual needs of each resident rather than on the type of facility available (Hoffart & Grinnell, Jr., 1994). The effectiveness of group homes has been determined by examining the lifestyle and satisfaction with the quality of life at group homes (Jones, 1986; Wilson & Conroy, 1999). How self-concept changes over one's stay at a group home was an effectiveness measure (Krueger & Hansen, 1987) as well as how adequately a group home met its objectives (Levinson & Minty, 1992). Researchers have studied potential needs of group home residents and some effects of living at group homes. Researchers have yet to link the needs of residents at group homes to if and how group homes are effective at meeting those needs. In order to link these ideas, researchers need to learn if group homes are effective and then generate potential hypotheses from the identified needs of adolescents within group homes. Further research could then focus on discovering reasons why a program works for some adolescents and not for others.

Through interviewing current residents of a group home, a researcher could explore the needs of each resident and ask how those needs were met or ignored within the group home. Researchers need to inquire more about the important aspects of living in a group home. The relationships between the resident and staff members or other residents as well as relationships outside of the group home may be components of the effectiveness of a group home. The context in which they were placed at the group home, the structure of their home and group home, and changes that take place during their stay may all contribute to the experience of living at a group home and possibly to its effectiveness. By exploring more about the important aspects of living at a group home from residents' perspective, hypotheses can be derived about why group homes work for some adolescents.

Formulating the Research Question

The purpose of this study is to gain an understanding of several adolescents' experiences of living in a group home through interviews. By combining specific quotations from these interviews with my analysis for meanings and themes, I hope to provide the reader with a description of several residents' experiences. Some of the topics discussed in the literature may be important to ask the residents about as a check for relevance to the experience. Mental health needs, self-esteem, and individualized programming are topics that may be discussed by the resident during the interview.

The rationale for this study lies in the need for more knowledge in this area. Studies on group homes rarely incorporate input from the residents. Questionnaires and interviews have been used and gave excellent information about important issues for residents at a group home, but something more can be generated from a phenomenological study. Not only will I provide useful, practical ideas from this phenomenological study, the reader will have the opportunity to gain a personal, experiential understanding about what it must be like to live in a group home. The intent of this study is to discover and generate ideas about if and how group homes are effective to the residents they serve.

Procedure

Bracketing

Bracketing involves identifying my presuppositions about the phenomenon of study and how they may affect data collection and analysis. Since phenomenological research is based on the researcher's interpretations of the data, the reader should have an understanding of the researcher's reflection on his or her topic and how he or she came to study this phenomenon. It is suggested that the first question a researcher must ask him or herself is "why am I involved with this phenomenon?" (Colaizzi, 1978, p.55).

The reasons I am involved in studying adolescents' experiences of living in a group home stem from a few areas. First, I volunteered at a group home for a short time where I became interested in the lives of the children who resided there at the time. I was curious about their backgrounds and how they came to live in a group home. Second, I have felt that adolescents have a lot to say about the issues that affect them directly and are often not given the chance to be heard. I want to facilitate their voices being heard. Third, I grew up in a very stable home and I feel very naïve about what other families are like, especially when it involves having a child being removed to live in a different home.

Fourth, from my short experience of volunteering, I was impressed with the program design in this particular group home and I wondered if the residents experience the program positively.

Based on my reasons for undertaking this phenomenon to study, I must qualify my presuppositions. I am curious to know how a child comes to live in a group home. I believe that there is some instability within the homes that they came from. I believe that the adolescents living at the group home have experienced more disruptions in their home life than I have or, hopefully, ever will. I tend to think that most of the children in a group home have been placed there because of a combination of their behaviors and the level of functioning of the homes where they were living. From these assumptions, I believe that the adolescents living at the group home have a lot of potential to be "good kids" if given the proper care from the group home staff and/or their parents. I have a very optimistic view of the children living in group homes, if their needs are met. I need to bracket that I put the responsibility for the success of children living in a group home on the group home program, the parents of the children, and the children.

I remember being a teenager with things to say and not being given the chance to be heard. I need to bracket that it is from my experience that I believe that other adolescents have important things to say and want to say them. It is also from my experience that not all adults listen to adolescents. Part of my aspirations for this project is that some adults will take the time to think longer before deciding to disregard what an adolescent has to say based on his or her age or level of life experience. I need to bracket this because this belief could affect how I present my report.

My own upbringing needs to be bracketed because it will affect how I collect and analyze my data. I come from a two-parent, happy, and loving home. There were few adversities that we had to overcome as a family. I cannot imagine a situation where I would have been removed from my home to live in a group home. I have grown up with an optimistic attitude about life and people being given second chances. This affects how I view the adolescents living in the group home. I think they all deserve a chance to get the most out of life and that the adults in their lives must try to facilitate that as best as possible. This could affect my research because I could be constantly looking for a silver lining to difficult experiences that may not be there for this adolescent. I have to be aware of my beliefs so that I do not impose them on my interviewee.

Other presuppositions include my beliefs about the program at the group home. I am impressed by how the staff members run the group home and how proud they are of the successes of children who had previously lived there. I wanted to do a study on some aspect of the group home and since I knew how the staff felt about the program, I decided to talk to residents about their experiences. I want the reader to know that I believe that this group home has a solid, successful program for most children who live there.

I tried to stay conscious of my presuppositions during the interviews and the analysis but bracketing is not only completed at the beginning of a study. I continued to bracket my beliefs and how they may have affected this study. I had to be careful not to ask leading questions during the third and fourth interviews. I was starting to understand some of the common experiences but I had to watch that I did not impose themes or ideas on the participants about their experiences.

Description of the Group Home

The group home from which the participants were chosen was mandated for children between the ages 10 and 16 years old experiencing behavior difficulties at home, school, and in the community. It existed in a city in Northern Alberta that had few other group homes or placements for children with these types of problems. This is a limitation of the study. Children were placed in this home through a committee of social workers, group home staff, and community representatives. This committee chose the children who would live at the group home based on their circumstances and on the belief that they would succeed in this environment. The group home structure was based on strict, consistent rules and each resident was provided with a handbook of the rules so that there was no confusion about the staff's expectations. The program was developed on a model of success, where residents learn to succeed at small tasks in the hopes of gaining the confidence to work towards larger, more difficult goals.

Participant Selection

I contacted the group home before I finalized my idea for the project to be sure that the staff would be willing to let me interview their residents. Since I previously volunteered there, the staff did not have a problem with me coming back to do these interviews. I asked the group home to sign a consent form that gave me permission to approach some of the residents for the interviews. Once I had permission from the group home staff, I finalized the criteria for choosing participants. Ethics approval was received from the Department of Educational Psychology and the Faculty of Graduate Studies at the University of Alberta for the project, including the following criteria for the participants. Consent was obtained from the appropriate guardians of the resident-participants before the interviews were conducted.

The criteria I decided to use for my participant selection included that participants were at least 12 years old, had to have lived in the group home for at least one month, with at least one week of the time off probationary rules, and were articulate. I did not specify gender because it is a co-ed group home and I was willing to hear any residents' experiences.

Osborne (1990) stated that in phenomenological research, at least two criteria must be included for all participants in order for the research to be considered valid. The participant must have experience with the phenomenon and be articulate about his or her experiences. Since the participant must be willing to share all of his or her experiences that pertain to the phenomenon, it is important that as a researcher I build good rapport with the participant. The participant should feel comfortable to discuss his or her experiences and providing an open atmosphere is the responsibility of the researcher.

I chose the participants with great care. I knew one of them while I was volunteering at the group home. I was paired up with her to help her fit in at the group home and she was allowed to venture out of the home for walks with me. We talked a lot about her stay at the group home and where she wanted to be in a few months. When I decided to interview residents at a group home, and I found out that she was still living there, I knew she would be perfect for the first interview. She and I had already built rapport and I thought she would be articulate in describing her experiences. This was Mackenzie, who I interviewed first. Knowing her prior to the interview could be a limitation to the study in a way because of our previous relationship. Even though I was a volunteer, I was in a position of authority to her directly. Mackenzie may not have spoken as freely to me during the interview as she may have to someone who was not in charge of her previously. Also, I had an understanding of her issues before conducting this interview and may have contributed to why I did not ask as many specific questions to her. I had a foundation for rapport with this interviewee but it may have hindered the interviewing process.

The other participants were originally approached by the staff members before I spoke to them, to be sure that they were willing to consider the interview. Each participant was given the option to choose a pseudonym for me to use in this report. If they did not choose one, one was chosen for them to protect their identity.

Mackenzie was 16 years old who lived at the group home for approximately 8 months at the time of the interview. She was placed there for her self-destructive behaviors and an incident of running away from home. She was adopted at 3 months old. Her adoptive family included two parents and one brother. She was in Grade 10 at the time of the interview. She had stayed in one other out-of-home placement prior to living at the group home. The other out-of-home placement occurred just prior to her placement at the group home. Mackenzie was nearing the end of her stay at the group home. She lived at her family home on the weekends and a case conference with her social worker had been set. This meeting was to determine when Mackenzie would be returning to live at home with her parents indefinitely.

Julie was a 16-years old who was placed in the group home partially by her choice. Julie lived with both of her natural parents before her stay at the group home. She has one sister who is about 4 years older and left home a few years earlier. Julie chose to leave her home situation and was referred to the group home after no longer being able to stay with family friends. If Julie ran away, she would not be mandated to return to the group home, but rather to her parents' home. At the time of her interview, Julie was planning a move to the supported independent living home that is also owned by the group home supervisor. Julie had been at the group home just over 3 months at the time of the interview. She spoke softly during the interview and expressed an interest in the topic of study. As Julie was nearing the end of her stay at the group home, she made plans to move to a supported independent living home until she is eighteen.

Donovan was 15-years olds at the interview. He came to live at the group home after breaking into two people's homes and experiencing difficulties within his family home. He had lived with his natural mother, stepfather, and younger sister. Donovan stayed in a foster home until the foster family moved. He was then transferred to live at another group home for nearly two months before moving to the current group home. Donovan spoke with confidence during the interview and commented several times on his good sense of humor. He stayed at this group home for 4 months and was almost ready to leave when interviewed. Donovan had plans to move in with an uncle.

Jill was 14-year-olf girl whose disregard for rules and regular consumption of alcohol led to her placement within the group home. She had been at the group home for two months at the time of the interview. Jill used to live with just her mother and two younger sisters, but a few months prior to her entry into the group home, her mother remarried. She left her mother, sisters, stepfather, and one stepbrother upon moving to the group home. Jill seemed to enjoy talking and apologized a few times for getting off topic. She seemed comfortable to discuss any issues. Jill had spent time in a foster home and a brief stay at another group home prior to living at this group home. Her goals were to move home upon discharge from the group home.

Data Collection

The method of data collection that I used for this project was three interviews with each participant. Colaizzi (1978) supports this method of using at least three interviews in a phenomenological study. He suggests that at least three interviews are necessary to cover all of the material for a phenomenological study. I think it is important to allow the interviewee more than one opportunity to express his or her thoughts about the experience in question. Colaizzi (1978) also suggests that phenomenological studies incorporate more than just dialogue interview data. Observations of and written descriptions by the interviewee can add to a better understanding of a phenomenon. Because of time constraints, I asked the interviewee to bring written ideas into the interview and discuss them verbally.

The first interview was a meeting designed to build rapport, discuss the project's purposes, and collect some background information. The first interview often took place over the telephone because the group home staff had already given a sufficient explanation of my project and received their consent for me to contact them. I explained to each participant that there would be two more interviews: one lasting about one hour, where we would be talking about his or her experience of living in a group home, and another where I would present my analysis and check to be sure I interpreted their experiences accurately. During the first interview, I asked the participants to write anything down about their experiences before we met again to help them remember their ideas for the second interview. I provided a description of the study with each participant so that he or she could refer to it before the second interview and afterwards for reference.

The second interview took place at the community college to provide the participants with a neutral environment in which to speak. The hope was that they would feel more comfortable to speak openly about their experiences without having the group home staff around. The interview began with a review of the project's purposes and having the participants sign their own consent forms (see Appendix A). I asked the participants if they had any questions about the project and explained their right to refuse to participate at any time without penalty. I explained how I would keep their identities hidden in the final report and asked each of them to choose a pseudonym for themselves. Once I answered any questions and each participant signed their consent form, I proceeded with the interview.

The interview was a minimally structured interview, where I asked each interviewee, "Could you please describe to me your experience of living in a group home?" I allowed them to respond without any direction. I probed further about topics as they came up that needed clarifying or seemed to be of some importance to the interviewee's experience. When it was appropriate, I asked the questions that I prepared (see Appendix B). I only asked questions on areas that he or she had not already discussed or had not fully elaborated. The interviews flowed more like conversations than structured interviews. I identified specific aspects of the phenomenon that I wished to explore in the interviews and designed open-ended questions about those aspects. The interviews ended when the interviewees began to repeat information. This was an indication that we had covered all of the relevant aspects of the phenomenon.

I developed the questions based on related literature about aspects of living at a group home and to discover if and how the group home was effective for the residents. I wanted to be sure to get an understanding of the context in which the participants live at the group home since some researchers found that a program may not be successful for all residents (Krueger & Hansen, 1987). The context included why they are living there, how long they had lived there, and what their home was like before moving to the group home. The structure of the group home was another aspect covered in the interview. This was an exploration about how the rules of the group home affected the interviewee and if there are differences in his or her family's home.

Other aspects of the group home experience explored were relationships outside of the group home and experiences outside of the group home. I asked the interviewee about what it is like to visit his or her family's home and what it is like to have family and friends visit him or her in a group home. One author indicated that "visiting" might be an important aspect of the phenomenon (Maier, 1987a). Relationships with family members or friends may have changed since starting to live at the group home and so I asked about that, too. I wanted to see if the interviewee had experienced running away from the group home and ask what the experience was like. I felt it was important to ask if the interviewee experienced other out-of-home activities differently now that he or she lives in a group home instead of in the family's home.

Relations with staff members and relations with other residents in the group home are two important aspects of the phenomenon. Research suggests that more individualized programming for children in care provide better results (Becker & Feuerstien, 1990; Fitzgerald, 1996; and Garfat, Craig, & Joseph, 1989). This relates to both the structure of the group home and the residents' interactions with staff members. Do rules change for each resident and do you have different relationships with each staff member? The relationships between residents seemed like another aspect that could affect the experience of living in a group home and one's success.

Another aspect of the phenomenon of living in a group home is how have the residents' thoughts and feelings changed about the group home since they began living there; to reflect on their processes of living in the group home and how this placement may be affecting them. Finally, I asked each of the participants about any experiences of counselling that occurred during their stay at the group home and how that affected their experience of the group home. Maybe effectiveness of a group home was related to new outside influences.

The third interview took place after my data analysis and was more of a meeting to check my data analysis. I went back to each interviewee to corroborate the meaning of their experiences. I wanted to be sure I captured their experiences and did not interpret meaning that was not there in the text. By allowing each participant to check the analysis of the interview, I felt more comfortable about how I reported the interview. This process allowed me to be sure that their words were represented clearly and their meanings were expressed appropriately.

Data Analysis

Before the data analysis took place, the interviews were transcribed. This process involved typing out every word stated during the interviews according to who said what. The language used by the interviewer and the participants was not changed in any way. Profane language, ums, and likes were all included to keep the data as true as possible.

The approach used to analyze the data was a combination of Colaizzi's (1978) and Osborne's (1990) ideas. They both suggested that the first step of data analysis is to read the interview transcripts to get a feel for the data. By immersing myself in the interview data, I appreciated the general meaning behind the interviews and carefully selected excerpts that captured the meaning of each interviewee's experience. Colaizzi (1978) suggested that excerpts be chosen from the interviews instead of analyzing the entire interview holistically. Excerpts were chosen based on their significance to the phenomenon under investigation.

After excerpts were extracted from each interview transcription, I paraphrased the original statements (Osborne, 1990). The paraphrases were stated using psychologically informed language in order to shorten the excerpts and make sense of them from a psychological point of view. From the paraphrases, I formulated meanings or themes. These themes are connected to the original excerpt and yet go beyond what was actually said (Colaizzi, 1978). This was a difficult process. Both Colaizzi (1978) and Osborne (1990) agreed that themes must be formulated from the excerpts.

They also agreed that these initial or first-order themes should be clustered into higher-order themes. This was a process of going back and forth with the themes to the data to be sure that the clustered themes fit with the data and the meaning was accurately reflected in the clusters (Colaizzi, 1978). The next step in the analysis involved combining the clusters and first-order themes into a structural description of the interviewees' experiences with the phenomenon (Colaizzi, 1978 and Osborne, 1990). This description was the basis for determining how well I captured each participant's experience of living in a group home. Before presenting the data analysis, I first checked it over with the individual participants. If he or she disagreed with how I have interpreted his or her statements, then it was my responsibility to amend my analysis (Colaizzi, 1978). This process was completed for each participant separately.

After each participant's experience was analyzed for themes, the four experiences were combined into a general shared structure for living in a group home. Osborne (1990) suggested that a shared structure of a phenomenon can be constructed by extracting the common thematic clusters of each participant. Only the clusters that are shared between the participants make up the structure of this experience. These thematic clusters were then used to write a general structural description. The purpose of this type of analysis is that adolescents living in a group home can relate to the general description of this experience. It is possible that this shared structure may only capture the experiences of these four participants. This is acceptable in that it adds something new to the existing research about how some adolescents experienced living in a particular group home.

It can be difficult to capture the theme of the excerpt, which includes going beyond and staying with the data. Two people looking at the same data may arrive at different excerpts and extract different meanings. This is acceptable for research because interpretation is inherent in every aspect of research. The final product is to be judged by how well it fits as a description of an adolescent's experience of living in a group home, not by the specifics of chosen excerpts and phrasing of themes.

Data Analysis and Results

As described in the previous section, I read through the transcript, selected excerpts, and analyzed them for meaning. The data analysis is presented in tabular form in Appendices C and D. Appendix C contains excerpts from the interviews, which were chosen because of the meaning they contributed to understanding the phenomenon in question. The first column in Appendix C contains the interview excerpt. In the second column, each excerpt is paraphrased in psychologically informed language. This allows the reader to grasp the researcher's understanding of the interviewee's words. The paraphrase helps the researcher capture the first-order theme or themes of the excerpt, which are then listed in the third column. Each interview resulted in different amounts of excerpts and themes. There is a separate table for each participant.

Appendix D contains the second-order or clustered themes. These themes were developed from grouping the first-order themes. These themes will be evident in the situated structural description of each participant's experience. There are separate lists of second-order themes for each participant.

The second-order themes were analyzed across participants to determine which aspects of the phenomenon were shared. The common themes are presented in Appendix E. The general structural description expands on the meaning of each common theme and follows each participants situated structural description of living at the group home. This representation provides the reader with an overview of what it is like to live at a group home, according to these participants. Following are the situated structural descriptions of each participant's experience.

Situated Structural Description of Mackenzie's Experience of Living in a Group Home

Mackenzie's stay at the group home began after repeated incidents of "out-of-control" behaviors. Relationships with family members felt strained. She perceived the rules at home to be too restricting and her involvement in drugs and running away from home as what caused her mandated stay at a Youth Assessment Centre for a month. This institution was so structured that "the only time you were by yourself was when you were in the shower." Improvements in her behavior at this institution earned Mackenzie a place to live at the group home.

Mackenzie's first impression of the group home was negative. She was shocked at the level of structure in the group home and felt a loss of freedom. It was only after she moved into the group home that she realized what freedoms she had while living with her family. The group home rules were seen as more strict and she felt the staff members had more expectations of her compared to at home.

Mackenzie experienced varied consequences for breaking rules at the group home. Running away from the group home led to loss of trust and privacy from the staff members. Repeated incidents of running away led to her physical isolation from other residents in the group home. The isolation was the worst punishment. Over time and through experiences, Mackenzie began to follow the rules in fear of getting caught. She knew that she could get into lots of trouble and wanted to avoid that. She began to realize that lying does not allow her to get her own way. Mackenzie began to follow the rules and she developed an understanding of the reasons for consequences.

Mackenzie also began to realize how the rules have helped her to choose new activities with friends. She chose to avoid old friends and the at-risk behaviors that she participated in before entering the group home. She admitted that she "enjoys going out and skating, which I never did before" living at the group home.

Initially, Mackenzie allowed friends to visit her at the group home but that changed. She felt like she was being watched constantly when a friend came to visit. Mackenzie expressed feeling like it was her responsibility to explain the rules and watch that her friend followed them during the visit at the group home or she was at risk of losing that friendship, meaning that the staff at the group home would restrict contact with this friend.

There were many opportunities for Mackenzie to meet and learn from others at the group home. She experienced how living with other children could be fun and chaotic, depending on who the residents were. The chaos resulted when residents did not get along. Mackenzie felt that the older children at the group home benefited most. She came to understand that the younger children did not benefit and even got worse from their stay at the group home because it wasn't structured for them. However, Mackenzie also recognized that the older children could be role models for the younger ones at the group home and had a positive experience as being an "older sister" to a younger resident.

Mackenzie expressed it was fun to live with residents her own age and she developed friendships with them. These friendships were based on a common goal of "trying to work for a better life." Since everyone at the group home was working towards this better life, Mackenzie felt they just "find each other" as friends. She relied on these residents for support and advice when staff members did not seem approachable for discussions.

Relations with the staff members were varied. Mackenzie could tell which staff members try to listen, understand, and care. Although she showed respect to all of the staff members, she disliked some of them. The ones she disliked acted contradictory to what they said and she perceived that they lived by the motto "We're the adult, you're the child." She found this frustrating because she felt she could not negotiate with what the staff members said. Mackenzie also experienced that some staff members earned her trust and she could talk to them for hours. "And some of the staff, they have good advice."

Mackenzie began to work on her personal issues after some time at the group home. Mackenzie started to make better life choices in activities and friends. She began taking responsibility for her actions, realizing that she got herself into the group home. She stopped blaming her parents for her living in the group home and realized it was her own doing. Mackenzie began taking on this responsibility when she realized the support her parents had for the group home. She stopped running away after this realization, too. Another incident that affected her self-changes was when her grandmother passed away. It was "kind of a wake up call" for Mackenzie. She thought about how her grandmother would want her to act and so she started to mature. Mackenzie realized her own limitations and that affected her thought process and how she expressed her feelings. Mackenzie saw a counsellor outside of the group home and acknowledged that this experience facilitated her to make changes.

Mackenzie went through major changes in her relationships with her family. At her first visit at home, Mackenzie felt uncomfortable and unsure of which rules to follow. She noticed changes in her parents' appearances. She could not believe that much could change in such a short time. The relationships took time to improve, but all have improved. Mackenzie felt a renewed closeness to her father. The changes in her relationship with her mother involved her letting go of whatever she was holding against her mother. Mackenzie was unsure of what she held against her mother but knew that something was interfering with their relationship. She believed her brother was still angry with her because of how much she hurt their parents. Mackenzie was still working on her relationship with her brother.

Mackenzie felt a new sense of trust from her parents. This was a switch from before living at the group home. Mackenzie used to think that her parents were too old to understand what she was going through before and now she sees them trying to understand her. The improved relationships and shift in thoughts about her parents contributed to her feelings that "there's nothing bad about home." Mackenzie developed readiness to move home. She missed everything about home and she knew it was what her grandmother would have wanted. Mackenzie's initial goal at the group home was to move out on her own but soon realized that she would not "be able to pull it off."

Mackenzie developed many connections to the group home. She will miss her friends and the group activities when she leaves. She recognized that the goal of the group home was to integrate its residents back into the community and Mackenzie was on her way to moving home. Her time spent at home increased gradually but was earned by her good behaviors at the group home. Mackenzie wished this process would go faster. She felts ready to move home now.

Situated Structural Description of Julie's Experience of Living in a Group Home

Julie came to the group home with many issues. First, she was dealing with the aftermath of reporting abuse from her father. Her mother did not believe the abuse occurred and figuring that she "did it for attention" and "that if they put me in a group home, then I would be able to figure out, they would be able to figure out where this came from." Julie moved to a family friend's place first but was unable to stay because they could not afford her and their own children. Second, Julie was fed up with her parents' random anger towards her, often getting yelled at for no apparent reason. Third, Julie was dealing with a friend's death, a friend that she helplessly watched drown in a lake. Fourth, her mother was angry with Julie for not helping this friend before he drowned. Fifth, complications of her life led her to indulge in drugs as means to escape her problems. Julie frequently thought of suicide as an option and admitted to living in the past, never reaching toward future goals. "Well, I may not even be here tomorrow so why even think about it," was a common reflection for Julie. When she entered the group home, she never thought she would be getting out before she was eighteen.

Upon entry to the group home, Julie began to describe how her mother acted two-faced at times, one way at home and another way to the community. As she described how her mother was at home and the group home staff met with Julie's mother, the staff decided that Julie was incorrect about her own mother. Julie had other experiences of people not believing her such as with a counsellor that was seeing her parents and her separately. The counsellor said, "well, that's not what your mom and dad said," suggesting to Julie that the counsellor took their side on the issues. Julie quit counselling and decided not to discuss the abuse with the group home staff. She did not want them all to know.

Julie's only support at this point was from her sister, who understood and believed everything about the abuse since she experienced the same thing. Her uncle, who did not listen to Julie's mother's attempts to cut-off all family contact with Julie, and a couple who were family friends were also supports for Julie. This couple had a glimpse of how Julie's mother could be two-faced at times. Unfortunately, financially, they could not keep Julie in their home, but they continued to support her even when the group home staff and her parents denied Julie contact with them.

Julie had never experienced such restrictions on her life as she did initially at the group home. She was used to coming and going as she pleased at home and now, she had to let the staff members know her every move. She initially disliked the group home because of these restrictions stating, "I couldn't go out. I hated it. I wasn't allowed to smoke when I first got there, and I hated it…with a passion actually." Yet due to her custody agreement, Julie felt running away was not an option, as it would only result in returning to her family home. She definitely was not going to run away.

Julie encountered many experiences that indicated that the staff controlled the residents. She felt some staff members felt it was their choice as to when Julie should discuss her problems. Julie felt ignored by these staff when she needed to talk and they put her off. The staff members were often unwilling to listen to residents' questions or their side of the story. Julie felt the staff members portrayed that "they were right, I was wrong, no matter what" kind of attitude. This encouraged Julie to lean on other residents for support. The control of staff went so far that Julie felt afraid to return to the group home if she was tired because she thought the staff would accuse her of taking drugs, based on other residents' experiences. She witnessed unfair treatment to another resident. He was accused of something that he did not do but the staff did not believe him. Julie could have defended the other resident but felt that she would only end up in more trouble herself for defending him. Julie felt unheard by the staff.

Julie struggled with having visitors to the group home. She felt that the staff members were constantly supervising the conversations and it was irritating to monitor friends' behaviors while in the group home. Julie did not enjoy having visitors at the group home. Although she preferred to go out with her friends, she also found it irritating to have to watch the time while with them. She had to return to the group home at a certain time and was not used to this.

There were positive feelings towards the group home too. Julie developed positive relationships with some of the staff members, residents, and made changes to herself. She felt care from one particular staff member who made the time to talk and provided Julie with options instead of forcing her to discuss things on the staff's terms. She credited the staff with pointing her in the right direction for how to make self-changes. Although Julie knew she did the work, the staff helped her to focus. Julie felt the staff members were easy to talk to because they were always there. She preferred this to talking with a counsellor because then she had to wait for an appointment. Julie even earned and felt trusted by the staff members near the end of her stay. This was a new experience, as she did not know if her parents ever trusted her.

Relationships with the residents varied. She became friends with some and others were sources of frustration. Julie realized that it was no different from having roommates in an apartment – "there's always going to be some people that you don't really…" get along with. She preferred things when there were more girls and everyone was around the same age. More hyperactive, attention-seeking boys were not helpful. The resident-friends were a great form of support for Julie. They talked to each other about their problems without involving the staff members. She felt encouraged by watching how much the other residents had changed.

Recognized self-changes included changes in attitude and how that improved coping with life, "I don't need drugs to have fun", elevated mood, lost weight, new activities, and new friends. Julie acknowledged that she did the work to make these changes and her self-esteem increased with having the trust of the staff. She stopped living in the past and was making plans for the future, including goals for a career and family building. Julie and her sister planned to stick together through whatever happens in the future.

Julie learned how to make better decisions and meaningful consequences for actions. She found that by thinking more about her actions before she partakes in them, she did not respond with negativity. Julie was not aware of how she exuded negativity before entering the group home. She began to associate consequences with her actions, such as obedience earns trust. Discussing her choices made and possible alternatives, Julie learned how to make better decisions. At home, she was just yelled at, never knowing if there was a reason for it not learning ways to avoid the problem again. Julie began to realize just how the group home was helpful through self-work, discussions with staff, effort, and with personal progress.

Relations with her parents remain strained. Her mother refused to visit at the group home. Although it hurt Julie, she figured "if she doesn't want to have contact with me then I'm not even going to try." She realized that the closeness she had with her mother would not return. Julie was happier not being at home but hoped that one day, she could return for a visit.

Situated Structural Description of Donovan's Experience of Living in a Group Home

Donovan had a history of repeatedly sneaking out and running away from home before Social Services got involved. He was charged for more than one break and enter, which he admits to committing. He admitted to showing no signs of remorse in court and how that led to a more severe penalty of jail time and probation. Donovan felt a strong desire to leave the house after committing his first crime because he "wasn't allowed out to do anything." He "couldn't even eat with them," meaning his mother, stepfather, and younger sister. Donovan felt lucky for the penalty received in adult court for the second break and enter charge, which was having a deal worked out with the lawyers. He was placed in a foster home, where he developed a loving relationship with his foster parents. When the family moved, so did Donovan, but to a group home. He maintained a relationship with those foster parents.

Donovan stayed at another group home for two months prior to this one. There he had regular visits with his mother and began to believe that the more time spent with his mother, the sooner things would be patched up and the sooner he could move back home. Unfortunately, others disagreed with him. Upon moving to the new group home, Donovan's regular visits with his mother were replaced with other scheduled activities. These changes were not well received. He hated how visits had to be cut short to return to the group home and that visits felt like mini-vacations. Donovan immediately disliked the group home, even before moving there, based on what friends had told him. He felt that "in a way, you don't really want to say much to them…I didn't want to get too comfortable there." Donovan just wanted to move back home.

Donovan recognized some essential differences between the group home and his family home, believing they were nothing alike. He never had to get permission to do everyday activities at home, such as ask to watch TV. Another noticeable difference was the delivering of consequences for broken rules. Consequences were rarely issued at home whereas at the group home, it seemed to Donovan that the same consequence was received for a broken rule, no matter to what extent. Donovan felt that it was unfair that being one minute late deserved losing privileges for a whole day, the same as if you were an hour late. Donovan found the curfew a bit unreasonable, recognizing that "you're in a group home though." He disliked how inflexible the group home was with respect to time spent with parents. There was no changing plans whatsoever. Donovan disliked having to account for all of his time away from the group home and planning ahead. He felt that some restrictions placed on all the residents were unfair to those who could handle the responsibilities involved, such as going to the mall. The staff could also be inflexible. He found that they always stand by each other's decisions, which can sometimes be unfair. Donovan maintained his old friendships throughout his stay, although his time was so restricted that his friends felt forgotten. He could have had his friends to visit at the group home but he disliked how their visits were supervised closely by the staff. He disliked how he had to change his usual activities while staying at the group home and planned to return to them and his friends upon release.

Donovan developed an appreciation for the group home. He began to learn the rules and follow them based on knowing the consequences before acting. He realized that nothing excuses acting before thinking, even when mad. Donovan felt like leaving and became angry at the group home occasionally, but when he thought about having to start over, he did not act on his desires. These experiences led him to support the strictness of the group home. He believed that the scheduling facilitated his success at the group home. The initial dislike of goal work was overcome by opening up to the staff to the point where goals were dropped and Donovan appreciated how much help he received there. He felt comforted to know that the staff would prefer that the residents were home with their families and the purpose of the group home was to help mend those relationships. Donovan experienced earning privileges through good behavior. Not all consequences were negative. With time, Donovan's thoughts about the group home changed from "I thought it was like the worst place in the world. It turned out to be…actually, I think it turned out to be one of the best things that ever happened to me."

This appreciation for the group home did not mean that Donovan wanted to live there. He still preferred to be at home and he hoped that his problems never lead him to the group home again. He recognized that with all of his progress, that he still made mistakes at times. Donovan made many positive changes to himself throughout his stay at the group home. He developed confidence in himself through self-awareness and accomplishing goals, through keeping a job that he never had plans for, recognizing his own sense of humor as a personal strength for getting along with others, and the knowledge that has succeeded and can succeed in a group home again. Donovan learned to make his own choices and not follow the will of others. He felt that by learning his lessons, he did not wish to tell others what to do as much as not follow what they want. He was faced with many decisions to make on his own over the past few months including where he was to live and helping his sister decide if they would move with mom or not since his mother had a tendency to change plans often. Donovan found the staff members were supportive during his decision-making process, providing options but never suggesting which one to choose. Donovan chose to live with his uncle upon leaving the group home. He participated in individual counselling during his stay at the group home that he said, "feels really good" and he liked to talk.

Donovan chose to be a positive role model for others, including other residents, his cousins, and his sister. He would like it if they did not repeat his mistakes. Donovan believed that playing with his cousins was helpful for them. Again the staff were supportive in providing direction on how to be a positive role model. He enjoyed being admired by others. He felt this from his cousins and staff members. Donovan developed a caring relationship with the staff members, coming to understand that they care beyond the residents' term at the group home. Donovan felt comforted to know that he could return to talk to any of the staff members about his problems after he is discharged. He no longer believed that the staff members were out to get the residents but realized that they were there to help. Donovan believed them to be "psychologists who work in a group home. It's what they're like. Well, other than being nice people." He noticed how they could do their jobs and have fun at the same time. He bonded to each staff member differently, as he believed all residents do. Some staff members were easier to talk to than others were, finding that it was usually the younger ones that were easier to talk to. Donovan believed he will miss the staff and understood that the staff will miss him, too, as they appreciated and enjoyed his humor.

Donovan got along with the residents very well. He either knew them beforehand or became fast friends with them. He attributed making friends easily to his humor, a family trait. One friendship with a resident was built on his ability to discuss his problems. This resident helped show Donovan how to be mature and when she left, Donovan felt it was now his responsibility to be the mature resident in house.

Through all of his work at the group home, Donovan improved his relationships with his family. He spent a lot of time and effort trying to get his stepfather to understand that he was no longer the same young man who could not be trusted. Donovan understood why his parents could not trust him before, stating "I used to steal from them, I, they didn't have any trust with me. And, like, it wasn't their fault, it was my fault 'cause I couldn't be trustworthy of." Donovan went from feeling unwanted by his parents to his mother feeling proud of him and his stepfather beginning to recognize how Donovan has changed. Donovan knew that his stepfather would always be there for him but felt the need to show him how he can be self-sufficient. Donovan recognized that his stepfather taught him many things about mechanics and continued to work with him. Although Donovan chose to live with his uncle after leaving the group home, he will continue to strengthen his parental relationships.

Situated Structural Description of Jill's Experience of Living in a Group Home

Jill came to live at this group home after a series of disruptive events. Within the past couple of years, Jill experimented with alcohol and drugs sometimes leading her to take risks. Jill was raped while drunk for the first time followed by contemplating suicide. She sat on a bridge over some train tracks "just waiting for a train. That's like how much he tore me up inside. Like, it still hurts so bad." Her relationship with her mother consisted of constant fighting and when she told her mother about the suicide attempt, Jill ended up in the hospital overnight. A move to a foster placement, then back home in a new town, then to another group home took place before ending up here. She started to feel like this recent move was a final one and began to "freak out." Jill started sneaking out of the house and drinking while on medication and that led to her mandated stay at the group homes. Jill admitted that feeling very troubled and that depression ran in her family were potential reasons for her acting out.

Jill accepted the move to the first group home. There were fewer children and rules to restrict her actions. She even stuck to the rules while she was there. Jill liked the staff there and returned to visit them after moving to the current group home. She cried at the news of moving to a new group home and once there, she began drinking again at least once a week and made contact with her biological father for the first time in her life. This caused a lot of disturbance because her mother did not want Jill to have contact with her father. Jill knew he was an alcoholic and had abused her mother before she was born. In fact, during an argument with her mother, Jill asked if she was the result of her father's rape and her mother could not tell Jill the answer. Jill figured that it must be true.

Jill had mixed experiences with alcohol. She found it fun and energy producing but at the same time knew the risky situations it led her to. She has accepted a ride from a stranger who admitted to drinking himself that night and yet restrained herself from continuing to drink with this man. She had a fear-invoking experience of drinking to the point of "puking" and blacking out. It really scared her to not be able to remember everything that happened that night. Jill was caught at the group home after drinking one night and was forced to visit AADAC for much-hated counselling sessions about the effects of alcohol. She replied that after watching a video on alcohol poisoning, "it scared me, but it's sad because, like, the video like, made me want to go drinking." She distinguished that she desired to go drinking but she did not 'need' it.

Jill experienced restrictions on her activities while staying at the group home. She did not feel she had the time to do desired activities there and yet had to put up with boring scheduled events. Jill felt she could not even go for a walk the way she used to because the staff needed to account for her whereabouts at all times. The staff responded to her actions in different ways too. When she was caught drinking, they stayed up with her to discuss other issues like birth control. One staff member was disliked based on how she spoke to Jill. Her tone of voice was not inviting. When asked if she trusted the staff, Jill said, "That's kind of hard because I know everything they say, like, gets back to my mom. Everything I tell them. You know, so I would trust them, but there's like, some things, you know, that go on that, you know, just aren't for mom's to know." These differing responses made Jill feel uncertain about how they would respond if she expressed her desire to work there someday.

Jill experienced other limits of confidentiality too. The hospital staff encouraged Jill to talk about the sexual assault that happened while she was drunk, before the suicide attempt, ensuring her that the information was confidential. Her mother brought up the subject upon her discharge and Jill assumed that the hospital staff members told her mother about the abuse. Jill appreciated her counsellors now because she knew that their sessions were confidential. She did not like the counselling at AADAC and she had only one session with the other counsellor at this point so had not formed an opinion yet.

Jill's thoughts about the group home began to change as she got "used to" the place. At first, she felt the group home was going to be like "hell on earth" so she acted out, delaying the reception of privileges for a month. There were so many rules they needed a handbook to contain them all. She wanted to stay at the other group home.

Watching one of the other residents get moved to a youth assessment centre and the threat of sending her there too was encouragement for her to start obeying the rules. After a while, Jill began picking up the lingo and passed it on to her friends by using it around them. The way she conducted herself at the group home transferred over to how she behaved at home on visits. But sometimes it was depressing to be at the group home knowing that she should be at home with her family. Eventually Jill acknowledged that the group home was not hell on earth.

Jill was initially unsure of why she needed to stay in a group home, yet came to recognize different purposes. She admitted that sneaking out to go drinking with friends too much was one reason for her placement. Jill noticed and told others that the group home was for children to work on problems with their families and saw it as a good starting point for help. She still had difficulties completing goals there, such as identifying her positive qualities and it had not completely abolished her desire to partake in rebellious activities. Jill still felt the urge to go drinking and learned to say no, but she was afraid that she would lose the desire to say no when she moved home. Now she realized that she had "way too much to lose" to say yes to a party but also that "it gets so hard." Jill acknowledged that "Yeah. I run from my problems." She disliked having to discuss past issues and believed that there was no point in trying to change something that cannot be changed. She knew that she had made some bad decisions too, including hitchhiking to Edmonton and taking drugs. Jill recognized that boredom led to some of those bad decisions. This in mind, Jill acknowledged that her choices had never been crazy, like she would never hitchhike to Edmonton alone. She took a friend.

Jill had varying experiences with the other residents. There were not any consistent residents at the group home during her stay. She encountered difficulties with one male resident who would ask her out and tell others untrue stories about things they did together. They ended up fighting, getting sent to their rooms, and having to discuss the issues afterward together. She hated that. Another resident Jill met was a young boy who only stayed there temporarily. She felt sorry for him because he was out of place. Lately, she had enjoyed the company of another female resident, as they played cards often.

Jill enjoyed having visitors but felt that she had to watch what they said in case any of the staff were listening. Some of her friends thought that everything had to be planned and worried about doing something unscheduled, like going to the bathroom, while at the group home. She and her friends make fun of the 'plan' of events at the group home. Jill liked to correct people's misconceptions about the group home. When they visited "they can finally understand where I am and stuff." People asked her if she lived in a "nuthouse" and others made up stories as to why she was there.

Jill made positive changes to herself while at the group home. She avoided tempting parties, rejected drugs, turned down offers to leave group home without permission, and encouraged another resident to stay at group home. She saw her persuasiveness as a positive quality. Jill chose to reject the path to alcoholism that she felt she was following. She recognized her successes and how much support she had in her life. Jill used to distance herself from her family while at home and now was developing stronger bonds with each of them. She was getting to know her stepbrother and acknowledging the positive qualities in her stepfather. He no longer was just "the guy who's sleeping with my mom," but a man who made her mother happy. Jill no longer hit her sisters, was thankful for them, and would protect them from anything. Jill and her mother opened the lines of communication. They talked "pretty openly about like, everything now" and her mother "Knows like, a lot of stuff that I've done." Jill admitted to provoking many fights with her mother prior to her stay at the group home but that stopped.

Jill had support from her friends also. She made some new friends since recently moving to this town who were good influences for Jill. They had never tried alcohol or drugs but yet were there for Jill to discuss her issues about anything. She felt unconditionally accepted by her friends and returned their support. Jill had a bonding experience with a friend who recently went through a break up with a boyfriend. Jill identified with her friend and gave her the kind of support she was looking for.

Jill wanted to positively influence others. She remained protective over her sisters, tried to discourage others from taking drugs by telling them her own stories, dispelled others' misconceptions about the group home, and wanted to work at the group home some day. She strongly believed that her experience at the group home along with her persuasiveness would make her an excellent group home worker because she would have an understanding for what the residents were dealing with.

Jill developed lasting, caring relationships with the staff members at this group home. Through discussions and having fun with the staff, she grew to love them. To Jill the staff members were "friends with authority." She knew that they were in charge but also recognized that their support continued beyond the length of her stay. Jill made plans to return to the group home to visit the staff after moving home. The group home was helpful for Jill. She recognized that the structure of the group home kept her busy and out of trouble as well as provided security. She enjoyed having less of a social life and knew that the more consecutive nights she spent at home, the sooner she would be moving home. Although Jill wanted to move back to her family, she made a home of the group home remarking, "this feels like home. Ahhh."

General Structural Description of Living as a Resident in a Group Home

The following is a description of the common second-order themes that arose from all four interviews. It is written as a situated structural experience as the general experience of an adolescent who lives at a group home. I chose to give the generic resident a female persona since I interviewed three girls and only one boy. This is not to say that more females reside at group homes, but based on these interviews, more girls were included in the study. The general structural description of living at a group home is as follows, based on the previous four experiences:

The adolescent came to live at the group home because of her outward behavior that was either self or other-destructive. There was no one reason for the cause of these behaviors. She initially disliked the group home and all of its restrictions. It was a new experience to have restrictions placed on her actions. There was never this kind of structure at home. She was no longer able to do as she pleased and had to limit a lot of her usual activities. She recognized the rules quickly and understood there were a lot of them. The consequences for actions were a new experience too. She had consequences dealt out at home before, but never like this. These were consistent and meaningful. She knew that if she broke a rule, a certain consequence would follow, always. And there were consequences for appropriate behavior too. She discovered that privileges could be earned and the staff members began to trust her the more she demonstrated responsibility.

With her activities restricted, she attempted to have friends visit her at the group home. This did not go very well because the staff members were constantly around to monitor their behaviors and conversations. She began to feel responsible for what her friends say and do and constantly had to ask them to watch their language and cut certain conversations short due to content. She hated this and developed a preference to go out with friends rather than have them visit her. The problem with this was that now she had to plan who she would be with and what they would do in order to go out. This was a difficult restriction to get used to. She was not used to having to account for her time out of the home as well as have her plans approved. These restrictions were why she initially disliked the group home and all it took some getting used to it.

She found living with the other residents was different from at home but developed a positive relationship with at least one other resident. She could discuss her problems with the other resident when she did not want to involve the staff members or could just have a good time playing games. She realized that another resident could become a source of support in the group home. Other supports came from friends. She appreciated the support from friends who unconditionally accepted her and understood the issues she was working on. She viewed this relationship as an important factor for achieving success at the group home.

The positive relationships built with some of the staff members were another important success factor. She developed different relationships with each staff member and each affected how she grew and developed within the group home. She found at least one staff member who understood her issues and what kind of support she needed. She was able to discuss her problems openly with this staff member and developed some level of trust with this person. A bond developed beyond the extent of the resident's stay at the group home. She experienced the staff members as very supportive of each other and the decisions they made. A staff member did not change or disregard another's decision.

She began to realize how she changed over time spent at the group home. She knew she was doing all the work but initially was unsure of how this place would help make any changes. She felt better about herself. She recognized a positive shift in attitude as well as developed maturity. She started to take responsibility for her own actions and recognized good from bad decisions. She felt happier now in making positive choices for her life. This happened through focusing on personal issues and goal work at the group home. By surrendering to following the rules, she learned how to make better choices, that her actions had consequences, and in what direction she had to focus her energies in order to improve herself. Even through the restrictions on her actions, it helped. She appreciated how the schedule and structure of the group home kept her busy and out of trouble.

She took part in individual counselling outside of the group home for some of her personal issues. Although she found that talking out her problems could be helpful, the staff members at the group home provided similar support. She acknowledged the group home staff had an advantage over counsellors in that they were there to talk to whenever problems arose. Waiting to see a counsellor did not always address the current problems as well as talking to the staff did. The staff members were perceived as helpful as counsellors were.

Not only did the group home help her focus and work on personal issues but it also encouraged her to develop family relations. Not all family relationships improved over her stay at the group home. At least one did though. Having this familial support was necessary for her to mature, develop, and decide her future living arrangement. So although she initially struggled with the move to the group home, she now recognized how helpful it was in improving family relations and personal reliance through hard work and adherence to the rules. The desire to move out of the group home never left, even with developing strong bonds to staff and residents.

Discussion

The purpose of this study was to gain an understanding about adolescents' experiences of living in a group home and develop directives for future research in this area. In order to gain this understanding participants were selected from a group home according to the previously mentioned criteria, where they currently lived, to discuss their experiences through a semi-structured interview. The main interview questions were chosen from important aspects of living in a group home according to supportive literature. Other questions were derived through the interviews as the participants discussed their experiences. The interviews were transcribed and analyzed for themes relating to their experience of living within a group home. After each interview was analyzed separately for themes, common themes between the participant's interviews were compiled. From the tables of thematic analysis, a situated structural description was presented for each participant and a general structural description of the experience of living in a group home was derived from the common themes shared between all of the participants. Some of the shared themes included: initially disliking the group home;

learning meaningful consequences for their actions; developing a closeness to a staff member and a resident; improving some family relationships; recognizing changes in self; and understanding that the group home helps.

Similarities arose by comparing the analysis in this study to other research completed in the area of group home residents' experiences. Comparing the rules at the group home to other places seems to be a natural reaction. Garfat et al. (1989) asked children in the "system" what they would change and some responded with "the rules." The structured environment at the group home is a new experience for residents, even if they believed that there was a lot of structure in their previous home. One resident exclaimed that the group home was "way too structured. There were so many rules. They gave me like this handbook."

Situations of the participants prior to entering the group home included changes in their lives and reacting in unhealthy ways. Although children enter group homes for a variety of reasons, behavior difficulties are prevalent within the group home population (Hoffart & Grinnell, Jr., 1994). All of these residents acted out in some form, from breaking the law to running away to experimenting with drugs and alcohol. Pumariega, et al. (1995) found evidence that many adolescent residents of group homes have emotional and substance abuse issues to deal with. These adolescents usually have some less than optimal circumstances to live with at home but also they have chosen to handle their problems in less than appropriate ways.

The themes most supported by the literature are those related to interactions with others at the group home. Interactions with staff members proved to have an effect on the residents. Maier (1987) explains that developmentally, children build on small changes, including noticing evidence that staff members care. One of the residents interviewed stated that from "their [i.e., staff] expressions when you're talking to them, you can just tell if they're trying to understand or if they're really listening, or if they really care at all about what you are saying." Fitzgerald (1996) suggests ways that care workers can enhance on-the-spot counselling with residents, including the importance of investing time into building relationships with the residents. The experience of living in a group home involves determining which staff members care and building stronger relationships with them. Two of the residents reflect on the importance of the staff caring beyond the length of their stay. "I've been told by the staff there that if I have like, when I'm gone and I have any problems, that I can come back and talk to them, right. And I'm comfortable with that. And I probably will." These are some powerful statements for a young man who broke into two people's homes prior to entering the group home.

Interactions with other residents are an important aspect of the phenomenon. Again, there is differentiation between who to trust and who not to within the residents. Peer residents, or those of the same age, and those of the same gender seem to encourage positive interactions. Residents have the opportunity to learn from each other and come to lean on each other for support. Adolescents, in general, seem to rely on their peers more for support than on the adults in their lives so it is not surprising that the residents support each other. The residents are all exposed to the same environment and are working toward similar goals. They do not necessarily experience the group home the same way as the process is individualized for each resident based on their needs. It is natural that they build friendships during their stay. However, Lee (1995) suggests that peer group treatment is less effective for boys who have been abused or neglected. This may explain why some residents are less willing to develop relationships with each other within the group home.

Residents take on other roles, too. Three out of four residents expressed a desire or an experience of being a positive role model to someone. Even though every resident did not report this experience, I feel it is worth mentioning. Residents can recognize the importance of being an "older sister" or "older brother" to other residents, siblings, or cousins. Fitzgerald (1996) suggests the importance of interactive, teacher-student learning between the staff and the residents. I also see how this can apply to residents as role models. Even residents of the same age can learn from each other's experiences, by teaching each other what mistakes they made.

There is a risk of losing friends if they visit at the group home. The residents have to be responsible for their friends' actions at the group home because, although they do not live there, they are expected to follow the rules. Part of the experience of living in a group home is being watched when interacting with others so the residents feel like "you got to be watching what your friends are saying, 'Shhh, no you can't say that. You can't say this,' you know. So sometimes it's quite irritating." This could be related to how and why the residents build friendships within the group home, so that they can avoid feeling "on the spot" with the staff members. Yet, these residents maintain supportive friendships throughout their stay, with other residents or friends from school. They depend on their friends and experience unconditional acceptance from them. This seems to be important for the residents to work on their goals.

Many of the aspects of living at a group home involve making changes – changes in self, in relationships with family members, and in activities. The self-made changes developed over time in the group home with work on personal issues. Developmentally, small changes build on other small changes to result in more profound changes within a person (Maier, 1987a). Changes included realizing that actions have consequences and taking responsibility for own actions. Experiencing these changes in self at the group home included knowing "my limitations. Like, I know what I can and can't do, like, what's appropriate and what's not appropriate." Taking responsibility for actions and understanding the reasons for consequences is a major change from blaming others for the things that happen. They get a chance to experience both meaningful positive and negative consequences for actions. This may be one of the first experiences with earning privileges and trust due to their own actions. A resident reflects, "it makes me feel really good being trusted 'cause it boosts your self-esteem a lot, knowing that you're trusted and you're not being watched over 24-7." Self-confidence and self-reliance improve in the residents during the course of their stay at the group home.

Counselling outside of the group home may be a complimentary experience for residents. Counselling is not a unanimously experienced phenomenon. Some residents appreciate it and others have had poorer experiences, yet all of them experience counselling during their stay. There is definitely a need to address the mental health concerns of the residents (Sunday & Moore, 1988; Hoffart & Grinnell, Jr., 1994; Pumagaria et al., 1995). It seems that the residents confide in other residents, friends and the staff members at the group home to help with their problems. For these residents, the combined experiences within the group home and with counselling to an extent have helped them focus on personal issues with success.

The residents work on improving their family relations in order to determine the best placement for them upon discharge from the group home. Sometimes parents come to recognize the changes in their child and others are unwilling to meet the child halfway. However, each resident strengthened a relationship with at least one family member, even if it wasn't a parent. Sisters and uncles have provided the appropriate support. Maier (1987) suggests that children perceive visiting their family home as a different experience when they are living in a group home. Since not all residents had home visits, this was not a common experience. However, of the residents who did go home for overnight visits, they did recall a difference. Going home for the first visit "was really weird actually. It just wasn't the same, like, really uncomfortable." Another felt like he was on mini-vacations and the other described how she adapted her group home behaviors to her family home. Regardless of how the residents described their visits, it was definitely a different feeling from when they lived at home.

Changes in activities developed quickly at the group home because of the rules. The rules facilitated choosing self-promoting activities over self-destructive behaviors. These changes are supported by building on small changes (Maier, 1987a). The changes in activities is related not only to rules, but to new friendships developed within or out of the group home. The experience of living in a group home includes having mixed feelings about wanting to move home and missing things about the group home. This is in agreement with other youth who stated that "the bad thing about the system, in a way, is leaving it" (Garfat et al., 1989, p. 10). Living in a group home allows residents to realize the changes they have made in their lives and the desire to continue that in the future by "making lots of better choices."

Part of the phenomenon is recognizing that the group home is helpful. We have seen how the residents recognize their self-changes, the connections they have made, and the improvement in relationships. Not only do they recognize these changes but also recognize the group home as the support that facilitated these changes. The residents come to support the need for structure and rules that keep them busy and out of trouble. The appreciation for the group home did not discourage the residents from wanting to move back home or out of the group home but did make it easier to live there. Expressions like "This feels like home. Ahhh!" and "I thought it was like the worst place in the world. It turned out to be…actually, I think it turned out to be one of the best things that ever happened to me" help to understand how the group home helped and what it meant to the residents.

Limitations of the Study

There were a few limitations to this study. The generalizability of the findings may only reach other adolescents who are currently living in a group home or have recently left because their reflections of their experiences may change when they are no longer at the group home. It is possible that these participants' experiences will not speak to other group home residents either. Group homes can be extremely different in how they are set up, the staff member's attitude toward residents, and the mandate of the in-home program. More research could be done on group home residents' experiences of living there. The limitation of this study for generalizing is that the structural description is only based on four participants. Although the shared structure allows the reader to understand common aspects of the experienced phenomenon, there may be more information to complete the picture that was not gained from these interviews.

Another limitation of this study is that the findings are based entirely on interview transcription data. Since I did not incorporate other forms of data collection, such as observations, the analysis is limited to language. Language is not the only way to express meaning. By not acknowledging that in this study, I likely have missed out on aspects of the phenomenon. In our daily lives, we interpret meaning from facial expressions or gestures and these were not included in this study. My only way of gaining understanding of this phenomenon was through spoken language.

In hindsight, it is possible that the participants were not completely honest about their experiences. Their language was very clean (few profanity words) for adolescents. I encouraged the residents to choose the words that best described their feelings and thoughts and I did not change any of their words in the transcription. These were the words that they chose. Even though I was not working for the group home, the residents may have felt that due to my previous association with the group home, they should continue to follow the rules from the group home around me, including refraining from swearing.

Implications of the Findings

The description of an adolescent's experience of living in a group home has a number of implications. There is support for theory about residents in group homes and how they are affected by this experience. Some practical implications include developing programs that meet the needs of adolescents living in residential care, developing training programs for staff members that work within group homes, and helping counsellors to work with adolescents who are living in group homes. Along with applying some of these techniques, researchers need to test hypotheses about potential factors that contribute to group home effectiveness. This research has added theoretical support and pointed to potential factors that are needed for adolescents to succeed within a group home environment.

The experience of living in a group home impacts the development of a child. The effects of being placed in a group home can alter a child's development in either positive or negative ways. One way to determine how this placement has affected a child is to ask them about their experience. This study found that the group home experience facilitated making positive changes to oneself, through the rules, developing relationships with staff and residents, and strengthening supportive family relationships. The disruptions to the adolescent's life were initially unappreciated but feelings changed over time and with experience in the group home.

Maier (1987a) suggested that children conceptualize visiting their family home differently depending on their developmental status. Adolescents understand why they are "visiting" their family home but experience it differently from when they lived there. Another aspect of Maier's theory that was supported by the residents' experiences was valuing and practicing reciprocity (Maier, 1987a). Adolescence is a time for developing your own identity and becoming more independent. Striving for independence is usually met with parental constraints and rebellious activity on the part of the teenager. An adolescent living in a group home develops a need to receive the respect they give. If there is not the give and take with care workers, the resident will likely give only what they need to, in order to follow the rules. Relationships with staff members can only develop if there is reciprocity between staff member and resident. This reciprocity and trust becomes a requirement for relationships with family and friends. The experience in the group home involved building stronger relationships with family, friends, or staff members and maturing in this positive way.

Maier (1987a) reminds us that children of all ages live within group homes and therefore, activities need to be designed to meet the needs of all children, whichever point of development they are at. One resident's perception of older children benefiting more than younger children referred to the structure of the group home. It is possible that the activities appropriate for adolescents were not altered for the younger children and they did not meet their needs. Another resident reflected on how curfew times were unreasonably early also suggesting a potential area for change, depending on the age of the residents. The theory around children's development within group homes is supported by the residents' experiences.

Becker and Feuerstein (1990) suggest ways to incorporate more individualization into treatment for youth. Basically, it involves assessing the children and modifying the program in ways to maximize the benefits for the individuals. The described experiences did not make direct reference to individualize the program at the group home, although there were aspects of the group home that did not benefit the residents. The level of reciprocity with staff members was a major aspect of the group home experience that could be improved. The relationships with staff members affected how the residents felt about having friends visit. Since there seemed to be no negotiating with staff members once they have made a decision, the resident would withdraw from staff members, talk to other residents instead, or only show them the minimum amount of respect. By encouraging a more individualized approach to programming for the residents, the residents may be able to build better relationships with staff members and gain independence without a rebellious struggle.

Educating group home staff members and counsellors about the experiences of residents living in a group home can help to improve how adults interact with these children. Adults still need to learn. Just because we were adolescents once, does not make us an expert on what they are thinking or how we should communicate with them. One thing that has been mentioned before that would be important for adults to know is how adolescents experience relating to staff members in a group home. There is importance in these relationships and how to develop them. Relationships with staff, friends, and family members are important factors of the resident's experience of living at the group home.

The purpose of this project was to discover potential hypotheses for what makes group homes effective. From the common themes drawn out of the interviews, six testable hypotheses were formulated.

1. Residents of a group home must develop a strong, positive relationship with at least one staff member. Because this theme came up several times in each interview, it is worth testing to see if this relationship is necessary for a group home to be effective with its residents.
2. The residents need to experience and recognize realistic consequences for their actions. This was a new experience for the residents and it seemed to make a difference in how they made changes to their lives. Is there a link between attaching expected consequences for actions and succeeding in a group home?
3. The residents not only learn consequences for their actions, but they learn how to take responsibility for themselves and what they do. Taking ownership and not pointing a

finger at someone else for why things are the way they are may affect making other necessary changes leading to moving out of a group home.

4. Residents need to have or develop supportive friendships either with other residents or outside of the group home in order to succeed in the group home. These friends have to be there to listen and accept the resident with all of his or her faults. All of these residents recognized the support they felt from friends by being able to open up to them without judgement.
5. Residents require counselling outside of the group home while living at a group home. Although counselling experiences differed between these participants, it seems to be an important aspect of what potentially makes things work for an adolescent living at a group home.
6. The residents actually need to realize the changes that they have made within themselves. Without this recognition and taking ownership for their own work on themselves, the resident will not move out of a group home to a better place because they will believe that changes are beyond their control.

All of these hypotheses about what makes a group home effective may not stand alone. It may a combination of these factors that make a group home effective or it may include more factors that have not been identified. Researchers can investigate to see if any or all of these are requirements of an effective group home which would directly impact how programs are designed, staff are chosen, and residents are approached. Related research involving how families of the children staying at group homes change and react to their children's placements seems to be important in understanding all the components of a resident's life. A phenomenological study of the parents' experiences may be necessary to discover what supports they need while their child is in a group home.

The implications for group homes do not end with this study. A review of this study by former residents of a group home could help to determine how well the phenomenon has been captured and suggest other aspects to study further. One of the most important implications of this research is that adolescents in care have some very important things to say about the care that they receive and deserve to be heard. If group home coordinators want to base programs on the needs of their residents, they should be asking their residents what they need.

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Appendix A

Consent Forms Administered to Group Home Administration and Participant

Consent Form for (name of) Group Home

The purpose of this research is to gain an understanding of six residents' experience of living in a group home. The knowledge will be gained from one-to-one interviews with residents. The residents will be asked such questions as: How long have you lived in the group home? Describe what it is like to live in this group home. Are there any ways in which living here is different from where you have lived before? How is living in the group home different from where you were before? What is good about being in the group home? What is not so good about being in the group home? Why are you here? The interview is expected to take about 1 hour. The information will be used for a Master's thesis and class project at the University of Alberta.

The possible benefits of this research is that with an understanding of how residents experience the group home, administrators of this group home and others can learn new ways to serve these children better. The residents may benefit by being allowed to tell their story and feels as though they are helping others and themselves.

The interviews will try to be planned during a time when it will disrupt the regular events of the group home the least. The times will be negotiated with the staff and residents at the group home. The interviews will be tape recorded for later transcription. After each interview is transcribed, I will erase the tape. The interview data will then be further analyzed for common themes.

The residents have the right to refuse to participate and withdraw from the study at any time, even after consent or assent is given. If (name of) Home, as an institution, wishes to withdraw their consent to interview their residents at any time, they have the right to do so. Confidentiality of information will be provided by not reporting any identifying information in the final write up. Direct quotes from interviews will be kept to a minimum in the report. Each participant will be given the option of choosing a pseudonym for himself or herself. If he or she does not choose a pseudonym, one will be chosen for him or her. (name of group home) and (name of residing city) will not be mentioned specifically to protect the identity of the participants.

The possible risk for the participants include the results of discussing difficult experiences and not having the proper counselling resources available to turn to after. To avoid this potential risk, I will provide them with a list of possible resources that they can contact for further counselling.

Consent will be obtained from (name of) Group Home for all participants. Consent will be obtained from a participant if they are at least 14 years old. Consent will be obtained from the participant's social worker if the child is under 14 years old and I will also need the child's assent or agreement to participate. The residents that can participate in this research must be residents of (name of group home) for at least one month, with at least one week of that time off of initial probationary conditions.

I, ________________________, have read, understand, and agree to the terms set above for Colleen Newell to approach residents of (name of) Group Home for participation in her research.

Signature ________________________ **Position** ________________________ **Date** ________________________

Consent Form for Participants

The purpose of this research is to gain an understanding of six residents' experience of living in a group home. The knowledge will be gained from one-to-one interviews with residents. The residents will be asked questions about their experience in a group home. The interview is expected to take about 1-2 hours. The information will be used for a Master's thesis and a class project at the University of Alberta.

The possible benefits of this research is that with an understanding of how residents experience the group home, administrators of this group home and others can learn new ways to serve these children better. The residents may benefit by being allowed to tell their story and feels as though they are helping others and themselves.

The interviews will try to be planned during a time when it will disrupt the regular events of the group home the least. The times will be negotiated with the staff and residents at the group home. The interviews will be tape recorded for later transcription. I may ask another student to listen to the interview and read my transcription to check for missed words. This person will keep all the information confidential. After each interview is transcribed, I will erase the tape. The interview data will then be further analyzed for common themes. I will contact the participant after the analysis to check for accurate description of the experience and the meaning behind statements.

The residents have the right to refuse to participate and withdraw from the study at any time, even after consent or assent is given. If (name of) Group Home, as an institution, wishes to withdraw their consent to interview their residents at any time, they have the right to do so. Confidentiality of information will be provided by not reporting any identifying information in the final write up. Direct quotes from interviews will be kept to a minimum in the thesis, although the entire transcription of the interview will be included for the class project. Each participant will be given the option of choosing a pseudonym for himself or herself. If he or she does not choose a pseudonym, one will be chosen for him or her. The group home will be presented as "a group home located in Northern Alberta" to protect the identity of the participants.

The possible risk for the participants include the results of discussing difficult experiences and not having the proper counselling resources available to turn to after. To avoid this potential risk, I will provide them with a list of possible resources that they can contact for further counselling.

Consent will be obtained from (name of) Group Home for all participants. Consent will be obtained from a participant if they are at least 14 years old. Consent will be obtained from the participant's social worker if the child is under 14 years old and I will also need the child's assent or agreement to participate. The residents that can participate in this research must be residents of (name of group home) for at least one month, with at least one week of that time off of initial probationary conditions.

I, ________________________, have read, understand, and agree to give my consent to
Name of participant
participate in Colleen Newell's research project.

________________________ ________________________
Signature of Participant Date

Appendix B

Interview Questions

1. Could you please describe to me your experience of living in a group home?

2. What was it like in your family's home before you moved into the group home?

3. How long have you been living in the group home?

4. What happened that you ended up in the group home?

5. How are the rules and consequences different from your family's home?

6. Can you tell me about your experience with the rules in the group home?

7. What is it like to visit the home where you lived before?

8. Can you describe any changes in your relationships with your family since you have been living in the group home?

9. Can you describe any changes in your friendships since you have been living in the group home?

10. What is it like to have people visit you in the group home?

11. Have your activities outside of the home been affected since you began living in the group home? If so, how?

12. Has running away from the group home affected your experience of living in the group home? If so, how?

13. What are your relationships with the staff members like?

14. What has it been like to live with up 5 other people around your age?

15. Has this affected you in any way? If so, how?

16. Have your thoughts about the group home changed since you began living in the group home? If so, how?

17. Have your feelings about the group home changed since you began living in the group home? If so, how?

Appendix C

Thematic Abstraction of Mackenzie's Experience of Living in a Group Home

Interview Excerpt	Paraphrase	First-Order Theme
1. At first it was, like, really hard 'cause I didn't like it there. I hated the people so I didn't really work on anything and I got in lots of trouble, but after awhile, I started to working on my problems and I began to enjoy liking the group home.	Initial dislike of group home and people there was accompanied by lack of self-work and getting into trouble. Began to work on issues and liked group home after some time.	Initial Negative Feelings Transformed into Positive Feelings Toward Group Home Begins to Focus on Personal Issues
2. Like, everything was so structured when I got in there. It just blew me away. 'Cause I was used to getting whatever I wanted and do whatever I wanted when.	Experiences shock at the highly structured environment in the group home; contrasts to earlier freedom.	Initial Shock to Structured Group Home Environment: Loss of Freedom
3. You lose privileges really easily than, compared to at home. Like [for] not following their directions. I guess there's reasons for it 'cause, then it teaches us not to waste food and try everything.	Compares how privileges are more easily lost in the group home. Realization for reasons behind the consequences for not following directions.	Rules Are Tougher Than at Family Home Understanding of Reasons for Consequences
4. There was lots of arguing and I didn't really like the rules there either. Um, I didn't get along with my brother too well, or my mom. I kinda just wanted to do my own thing, go my own way, so that caused a lot of problems 'cause I couldn't do that. I had more freedom at home than I did at the group home, at first, but it still wasn't enough.	Expressed difficulties with relating to other family members. Disliked the rules in the family home because couldn't do own thing. Realization of more freedom at family home came after moving to group home.	Strained Family Relations Prior to Group Home Experienced Prior Restriction by Family Rules Realization of Prior Freedoms After Experience of Group Home Rules
5. They're more strict at the group home than at my house. I didn't have to	Expresses that the group home has more strict rules than at family home.	Group Home Rules Are More Strict: More Expectations

do as much as home as I do there, I guess.	Realization that home had fewer expectations.	
6. I think I'm going to miss the group home when I go. All those things that we do as a group, and we have fun when we do that. So, I think I'll miss that part of it and just the kids. Like, I have two really close friends in there and we do lots together and lots of things with the group home.	Anticipated feelings of loss upon leaving the group home; loss of close friends and enjoyable group activities.	Experiences Connection to Group Home Leaving Involves Feelings of Loss
7. After next week, it'll be four nights, and then five nights and six nights all in a row. So, there's, like, four more weeks left I'd say and then I go home. The better I do, the longer I go home for. And the faster the pace goes. I'd rather it go faster, but it's okay like this.	Experiences more time in family home as behavior in group home improves. Expresses desire to move home faster but satisfied with the process.	Time in Family Home Must be Earned Desire to Move Home Faster
8. I ran away and I was gone for two months and stayed on the streets. I was into drugs, and drinking really bad, so I went to YAC [Youth Assessment Centre] for a month and I did really well there, so then they sent me to the group home.	Ran away from home, lived on the streets, and used drugs and alcohol regularly. Sent to YAC, followed the rules, and moved into the group home. Group Home is seen as an improvement.	At-Risk Behavior and Improvement at YAC Precedes Entry into Group Home
9. Within that two months my parents would come and pick me up and take me home and then, send me to school the next day and I just wouldn't go home. I was really out of control doing whatever I wanted, whenever I wanted.	Before living at the group home were recurring episodes of running away and parental retrieval. "Out-of-control" doing as one wants with no consideration of others.	Life Prior to Group Home Is "Out-of-Control"
10. A lot's changed though. I listen to my mom now,	Acknowledgement of changes in relationship with	Improves Relationship with Mother

we get along, we talk lots, she trusts me, I go to school full-time, I haven't ran away, I'm making lots of better choices, I guess. I don't drink or do drugs anymore, I'm trying to quit smoking. It's all pretty good now.	mother, improved school attendance, making better choices by not using drugs and alcohol, and trying to quit smoking. Expresses "all is pretty good."	Recognition of Changes Made in Self: Making Better Life Choices
11. My parents moved in between. So, I came home and it was, like, a new house and it was really weird actually. It just wasn't the same, like, really uncomfortable. Didn't know what to say, didn't, I didn't know what I was allowed to do when I was in the house. I wasn't really sure what rules I had to go by.	Experienced differences in visiting family home partly because parents moved houses. Home visits were uncomfortable because a lack of knowing what the rules were.	Initial Family Visits Met with Feelings of Discomfort and Uncertainty About Which Rules to Follow
12. My parents looked different, like, older. My dad had grey hair. That surprised me too 'cause it didn't seem like I was gone that long, but I was because so much had changed.	Realized that parents looked older during first home visits. Surprised that although the amount of time lived in the group home was not that long, so much had changed.	Expresses Surprise at How Much Can Change in Short Time: Parents Looked Older
13. Me and my dad are really close now. We were really close when I was little but, then we kinda grew apart as I grew older, but now we're really close again. My dad is the type of person who doesn't show his feelings, and he told me that he was really proud of me and he wanted me to keep it up. So, our relationship's got a lot better. A lot more interactive, I guess.	Recognition that close relationship with is renewed. Father expressed feelings of pride, although not typically an expressive man. Considers relationship with father more interactive.	Renews Close and Interactive Relationship with Father
14. Me and mom, I think our relationship has always been the same, the only difference is I don't have so much against her anymore. The only thing	Doesn't hold as much against mother now. Feelings have changed towards mother.	Development of New Feelings Towards Mother: Letting Go of Grudge

that's changed is my feelings towards her.		
15. With my brother, our relationship's getting better, but we're still having some problems because he's seeing, like, how my parents were hurt when I left, so he's angry with me for that. And he shows it, but now he's starting to get over it and we're starting to get along better.	Relations with brother are improving, although he still expresses anger over how parents were hurt by her actions.	Experiences Anger From Sibling Concerning How Parents Were Hurt Sibling Relationship Improving Slowly
16. All the relationships are improving. Getting better with each day.	Family relations improve with each day.	Continuously Improving on Family Relations
17. They actually believe what I'm saying now. Before they didn't know if they could or not because they know that I was into drugs.	Parents can now believe what is said. Acknowledges that parents could not believe before because of involvement with drugs.	Shift From Feeling Mistrusted to Trusted by Parents
18. When I first went in the group home, that was a big problem with me. I didn't think they understood how I felt or where I was coming from because they're so much older. It's been awhile since they've been teenager. So that's changed. They try and look at it from my view.	Initial feeling that parents were too old to understand her feelings and point of view. Acknowledges that parents do try to see her view.	Initially Thought of "Parents Are Too Old to Understand" Transformed Into "Parents Do Try to Understand"
19. Lots of friends have changed. My old druggie friends I don't talk to them at all anymore. There are some friends that I have, I more or less, call them acquaintances 'cause I'm trying to stay away from drugs and drinking and they drink and party. So, I don't really hang out with them.	Old friendships dissolved because of trying to stay away from drugs and alcohol. Avoids situations with acquaintances where alcohol is present.	Chooses to Avoid Old Friends and Old At-Risk Behaviors

20. I find I'm really close to the people in the group home because we all feel the same way. We're all trying to work for a better life, I guess. We're all looking for the same kind of thing in friends, so we just find each other.	Developed close friendships in the group home around similar feelings and a common goal of a better life. Looking for same qualities in friends as others in group home.	Development of Close Friendships with Residents Chooses Friends Based on Mutual Desire to Work for a Better Life
21. We have a blast down there, the kids that are there now. 'Cause I've seen so many groups come in and out since I've been there so long, that I think this is the best group we've had. We all get along. And we're all in high school.	Recognition that the current group of residents is the best and have fun together. Bases opinion on experiencing many groups of kids at the group home. The group now gets along and are all attending high school.	Experiences Living With Many Different Groups of Residents: Current Group Is Best Residents of Same Age Encourage Getting Along
22. There's stuff that we want to talk about that happens, but we don't feel comfortable talking to staff about it so, I find a lot we go to each other…with our problems more than we do with the staff.	Feels more comfortable going to other residents to talk about problems more than with staff.	Reliance on Peer Residents for Personal Support
23. It's fun living with other people your age though. When I'm home on the weekends, I can't wait to go back and see Anna and Jane, and talk to them and tell them what happened.	Enjoys living with peers. Expresses excitement about returning to group home after the weekend to talk to residents.	Enjoys Living With Friends
24. You get to meet lots of different people with different views. I learned through some other kids' mistakes at the group home. There was one group there we had once and none of us got along, except for two girls. They stuck together and it was like me and another girl was	Opportunity to meet other children and learn from their mistakes. Experienced a group of residents that did not get along and it felt chaotic.	Opportunities to Meet New People and Learn from Their Experiences Experiences Chaos When Residents Don't Get Along

stuck together and against them, and there was a guy who was in the middle of it all. So, it's kinda like a soap opera.		
25. I don't let people come visit me there. When I first went there, people came and visited me. But I didn't really like it 'cause when people are there, the staff kind of watch you, and you feel like you're in school or something. But I think when you just bring one friend in, and it's just you and that friend, I feel like I'm on the spot.	Initially allowed friends to visit at the group home but did not like it because staff were constantly watching, especially with only one friend.	Initially Allowed Friends to Visit at Group Home: Expressed Dislike of Being Watched by Staff Expresses Feeling Especially Watched With One Friend Visiting
26. I have to watch what my friend says and does because they don't really know the rules. You have to tell them the expectations because if the staff hears something inappropriate or sees something that they don't like, then that person will be asked to leave, and won't be able to come back again. I guess, in a way it's your responsibility to make sure they act properly. I think you're kinda jeopardizing losing a friend, if you bring one over.	Responsibility to monitor friends' actions and words. Responsibility to explain rules and expectations of the staff to friends. Jeopardize losing friends if they visit.	Responsibility for Visiting Friends' Behaviors Risk Losing A Friend That Visits at Group Home
27. Before I was there, I used to go out and drink and do drugs. But now we'll grab our skates and go skating at the park for an hour. We do a lot of fun things that don't involve things that are inappropriate.	Previous self-destructive activities replaced by more appropriate, fun activities.	Shift From Self-Destructive to Self-Enhancing Activities
28. I think the rules have helped change a lot. And I don't mind it anymore. I enjoy going	Acknowledges that rules facilitate the shift in activities. Expresses enjoyment for new activities.	Recognition That Rules Facilitate New Activity Choices

out and skating, which I never did before.		Develops Enjoyment for New Activities
29. As I went out with my friends and I came home I realized I just couldn't get away with saying "I'm going here" and going somewhere else, anymore, so I might as well just do what they expect of me.	Realization that she cannot get away with lying. Felt it was easier to give in and follow rules.	Surrenders to Group Home Expectations After Realization That Lying Doesn't Work
30. I went drinking and came home and I never got caught, but I was so scared that I'd get caught. And trying to cover it up… it's just too much panic, I think. I wouldn't want to go through it again 'cause you can get in lots of trouble if you get caught.	Fear of getting caught followed an instance of breaking the rules. Fear and panic persisted while trying to cover it up, even though never got caught for actions. Expressed desire to avoid this panic.	Develops Desire to Avoid Panic for Breaking Rules: Fear of Getting Caught Instilled After One Instance
31. Running away made them a lot harder on me; they lost trust with me. They watched me more, I had less privacy.	Experience of running away led to loss of trust and privacy from the staff.	Loss of Trust and Privacy from Staff Follows Running Away
32. When I first got there, I used to run away just for a couple of days, every now and then, but it stopped, I'd say, before Christmas. The last time I ran away, my friend came and picked me up and dropped me off at my parents' house 'cause that's where I wanted to go. I talked to my parents, and that's what stopped making me run away. They told me I just, I had to put up with it because it's my fault. I got there myself. It's kind of a consequence that I have to deal with and just learn from my mistakes.	Experienced repeat occurrences of running away. Final time running away ended with parents supporting group home policies, not daughter. Realization that group home placement was a consequence for own actions and now it is time to learn from mistakes.	Experience of Parental Support for Group Home Policy Ended Running Away Behaviors Realization That Own Actions Resulted in Group Home Placement
33. I figured by running away my parents would	Attempt for parental support of leaving the group home	Realization That Parents Support Group Home Policy

take me out 'cause they thought, they'd think that I thought it was such a horrible place and it'd be take better for me to be home, but that didn't work.	was rejected.	
34. I blamed my mom and dad lots. Like, it wouldn't have happened if they let me out more, that sort of thing. Now I know it was my fault. I learned from my mistakes.	Initially blamed parents for her actions and the consequences. Realized own responsibility for consequences and learned from them.	Initial Blame of Parents Developed into Taking Responsibility for Own Actions: Learned From Mistakes
35. I don't like them very much. Sometimes they're just not fair. There's some staff in particular that I don't get along with. I talk to them and I treat them with respect but my inside feelings, I don't really like them. There's other staff that I could sit down for hours and talk to 'cause I trust them. They earned my trust and they come across in a better way, I suppose.	Expresses dislike for some unfair staff members but still shows them respect. Feels that other staff members earn trust.	Displays Respect To All Staff Regardless of True Feelings Acknowledges Some Staff Members Earned Trust
36. What I don't like about some of the staff is they contradict themselves. Like, we can't drink in the living room but they can go in and drink in the living room.	Expresses dislike for staff members who display contradictory behaviors.	Dislike Staff Members Who Are Contradictory
37. I know there's two staff members that I don't like that, that's their motto – We're the adult, you're the child; I'm older, you're younger; I tell you what to do, you listen. There's no cooperating with them. That's what, one thing I don't like about the group home. It's what they say, goes and there's no negotiating about things. It is a	Attest that some staff members' motto is "We're the adult, you're the child." Dislike the lack of ability to negotiate with staff. Views staff as supporting a double standard.	Frustration Over Lack of Ability to Negotiate with Staff: "We're the Adult, You're the Child"

double standard, that's what I'm looking for.		
38. Their [i.e., staff] expressions when you're talking to them, you can just tell if they're trying to understand or if they're really listening, or if they really care at all about what you are saying. 'Cause sometimes there are some people, it goes in one ear and comes out the other. And some of the staff, they have good advice.	Differentiates which staff to talk to by their expressions understanding, listening, and care. Acknowledges that some staff members have good advice.	Recognizes Which Staff Members Attempt To Understand by Expressions: Sometimes Give Good Advice
39. I matured lots. I think the biggest change was when my grandma died. We were really, really close and when she was gone, I think it was kind of a wake up call. Like, "Look at what you're doing," and "This is the way she'd want you to be."	Recognition of increased maturity. Experienced loss of close family member as motivator to assess and change behaviors.	Major Changes in Behavior Attributed to Loss of Close Family Member: Increased Maturity
40. Just the way I think and how I show my feelings is different because I know my limitations now, as a person. Like, I know what I can and can't do, like, what's appropriate and what's not appropriate.	Acknowledged a shift in thoughts and expression of feelings. Developed an understanding of limitations of appropriate actions.	Understanding of Self Limitations Promoted Shift in Thought Process and Feeling Expression
41. Now I'm at the point where I'm ready to go home 'cause I know that that's what my grandma would want. I do it, for her kinda thing.	Readiness to move home based on perception of grandmother's wishes.	Readiness to Move Home Developed From Wishes of Lost Family Member
42. I don't think they should take kids so young. Because kids at the age, it's structured, but it's just not enough for them. All the kids that come in that have been young,	Understanding that younger children do not benefit and possible worsen from living at group home, based on experience. Perceives older children mature positively at the group home.	Developed Understanding That Younger Children Do Not Benefit From Group Home Perceives Older Children Mature Positively at Group Home

who I've seen, haven't changed and have gone to worse places, or their parents just take them home and they'll go back to exactly where they were before. I think it's the older kids who come in and as they're maturing, they mature in a good way in the group home.		
43. It's like a sound proof room, I think. They put you down there when you're out of control, or when they try to isolate you from the rest of the kids. I was only there when I was running away, like, everyday and they put me down there to keep me away from everyone so that I wouldn't be able to make choices, 'cause nobody would say, "Hey let's go." When you have no privileges there, they still let you listen to your radio and they wouldn't even let me take my stereo downstairs. So, I just sat there, all day and all night, and did nothing. They definitely isolate you.	Experienced period of isolation after repeatedly running away. The isolation room disallowed making choices. Recognized that isolation is worse than other loss of privileges.	Experienced Physical Isolation for Repeated Disregard for Rules: Worse Than Other Loss of Privileges
44. The only good thing that I see with having older and then younger kids is that the older kids set examples for the younger ones. When I went out with her, I had to teach her things. I guess, I took the roles of an older sister, while she was there, which was…kind of fun	Recognition that older children can be role models for younger ones. Enjoyed taking the role of an older sister for portion of stay at group home.	Experiences Older Children as Role Models for Younger Ones: Enjoyed "Older Sister" Role
45. My relationship with my parents is stronger and now, there's no reason for me not to want to go home. There's nothing bad about home. As I	Improved relations with parents eliminates the reasons to avoid going home. Realization the "home was not bad" led to changes in ideas about moving home.	Development of Stronger Parental Relations Increases Desire to Move Home: "Nothing Bad About Home"

went along, I started to see that and then my ideas started to change and I'd rather go home than… I started really missing them, too. Missing everything about home.	Missed everything about home.	Missed Home
46. [Colleen: You didn't want to go off and live on your own anymore?] I'd still like to live on my own, but I don't think I'd be able to pull it off.	Desire to live on own confronted by reality of means to do so.	Acknowledges Limitations Exist for Living on Own
47. In YAC you weren't allowed to go nowhere. You were supervised a lot more there. You had no privacy. The only time you were by yourself was when you were in the shower. It was even more structurized, than the group home.	Acknowledged that YAC was even more structured than group home; no privacy.	Recognition That YAC Is More Structured Than Group Home
48. The point of the group home is to help you get back into the community as a good person, I guess.	Recognition that group home goals includes healthy incorporation into community.	Recognition of Group Home Goals of Integration into Community
49. I see Dr. Blank once a month or so and I was seeing a counsellor at another place. I could get a lot of stuff out with Janet. I think it was the counselling that got me to make a lot of changes.	Involvement in therapy facilitated working on issues and making changes while living at group home.	Counselling Experience Facilitated Making Changes

Thematic Abstraction of Julie's Experience of Living in a Group Home

	Interview Excerpt	Paraphrase	First-Order Theme
1.	You don't have a lot of free-time…you couldn't have your own time, like you couldn't just sit somewhere by yourself and just relax kinda thing 'cause there's so many people around…to this interview now, if I did it before I'd be like, "I hate it. There's no point to me being here." (C: right) And but now, like, I've came a lot farther than, since I've been there in six months.	Experiences time and space as "not your own." Initial dislike for group home changed during stay with personal progress.	Experiences Restricted Free-Time and Space Feelings About Group Home Improved With Personal Progress
2.	And I've changed a lot. Like, not really of who I am but more like my attitude towards things and everything. So, which is a good thing, the way I look at it now.	Recognizes self-changes in attitude as positive.	Recognition of Positive Self-Made Changes in Attitude
3.	I used to be very negative towards everything, and I didn't care about what I did or about anybody. But now, like, I think twice before I do something.	Previously expressed negativity outwards and now incorporates thought before action.	Increased Thoughts Before Action Replaces Prior Negativity
4.	I'm happier with life now than I used to be so it makes things a lot easier.	Newfound happiness with life makes things easier.	Happiness with Life Improves Coping Skills
5.	(different from before) 'Cause I just did whatever. Just come home all hours of the night and didn't care.	Prior situation had no restrictions on coming and going.	No Prior Experience With Restrictions on How Time is Spent
6.	Well, I had a lot of trouble at home because my parents used to yell a lot, and then…when I was younger, my dad used to do stuff to me, whatever, and then I	Reporting past abuse from a parent resulted in others' disbelief and projection of blame on self. Transfer to group home meant for discovering source of reports.	Reports of Abuse to Self Met With Disbelief and Blame Group Home Placement Meant for Discerning Source of Abuse Reports

	finally said something and they all said that I was lying. They all figured that I did it for attention. So they figured that if they put me in a group home, then I would be able to figure out, they would be able to figure out where this came from.		
7.	Then they put restrictions on me and wouldn't let me out, wouldn't let me talk to them, have absolutely no communication with them whatsoever…with the people that I told. And the group home wouldn't let me. They figured it would be best for me But just last week I was finally allowed to have contact with them. 'Cause they've been there ever since I was born. And they still believe me to this day.	Experienced restrictions from parents and group home on having contact with only people who believed the abuse occurred and provided support to self.	Parents and Group Home Staff Limited Contact with Supportive Friends
8.	(staff) I didn't really want them to know…'cause they know everything else.	Did not want all group home staff to know about abuse to self.	Desire to Keep Abuse a Secret From Group Home Staff
9.	When it all came out, like, I didn't want to go home. I went and lived with Harry and Sally, and I was living with them for about 3 months and then I moved home for a month because my parents made me go home. And then Susan, my social worker, she put me in the group home. I wanted to go back to Harry and Sally's but they just didn't have the money to take care of four kids.	After reporting abuse, moved in with supportive friends before having to move to group home. Transferred to group home by social worker when no longer feasible for friends to stay with them.	Experiences a Move to Friends' Home Before Group Home Placement Unable to Stay With Friends Because of Lack Of Funds: Transfers to Group Home
10.	And one other reason that I was in there is to deal with Bo's death.	Stay at group home meant to deal with a friend's death.	Work on Issues with Friend's Death

11. I just watched him drown. I couldn't help him. And my mom was pretty mad at me for that, not helping him.	Feelings of helplessness accompanied watching friend drown as well as anger from mother for not helping.	Felt Helpless Watching Friend Drown Experienced Mother's Anger for Not Helping Friend
12. I didn't like being home, 'cause when my sister lived at home before she ran away, she got into lots of trouble and stuff and then, all parents did was yell at her all the time for whatever she was up to – coming home drunk or high or whatever…She's 20 now. Yea, and then so I just, and then I'd get in trouble or get yelled at for anything I did. So after awhile I just couldn't deal with it anymore and I just said, "Forget it. I can't do this."	Dislike for living at home due to watching sister experience trouble from parents. Experienced parents yelling for any reason. Decidedly had enough of the yelling.	Sister's Prior Experiences of Trouble with Parents Led to Their Random Yelling at Self "I can't do this" Response to Parents Random Yelling
13. Then my sister took off the Christmas before, Boxing Day. And then we never found out where she was till…I think it was the end of August.	Unsure of where sister was for months after her leaving home.	Experiences Uncertainty of Sister's Whereabouts Months After She Left Home
14. My mom's, she's, very like, I don't know, almost, like, two-faced kinda. Like, in the community she's a completely different person than she is at home. Like, at the group home they're like, "You explained your mom and she's not like this."	Views mother as two-faced. Experienced disbelief by staff for descriptions of mother.	Perception of Mother Not Supported by Group Home Staff
15. Finally, like, when everything happened and I told Harry and Sally, and they told mom, they finally got to see what side of mom, and which side of mom that we knew.	Felt support from friends for perception of disparities in mother's behaviors.	Perception of Mother Supported by One Couple

16. I'm happier now that I'm not at home. But someday, I'm hoping things go for the best and I can just go home to visit for awhile.	Expresses happiness for not living at home but wishes to be able to visit home.	Happiness for Not Living at Home Accompanies Hopes to Visit Someday
17. I don't have contact with them now. Like, I'm allowed to but I don't call them 'cause mom came to the group home maybe a month ago and said that she doesn't want to come to the group home and see me. So I said, "Well, if she doesn't want to have contact with me then I'm not even going to try."	Has permission to contact parents but chooses not to because of mother's refusal to visit at the group home.	Chooses Not to Contact Parents: Mother Refuses To Visit
18. Me and my sister used to fight a lot. But, we've slowly started talking more after she came back and she told me a lot of stuff that happened that, like, I knew was happening and no one else really knew but the two of us. And we're trying to figure out ways to approach this situation but people don't actually believe us. We just don't know what to do so we just try to stick together, to move on.	Relationship with sister strengthened by shared abuse experiences and disbelief about it. Unsure of next move but sticks together with sister.	Bond with Sister Strengthened by Shared Abuse and Disbelief Experiences Uncertain of Future Steps: Work Together with Sister
19. (your plans are not, when you leave the group home, it wouldn't be to go back home?) No, I'm going to SIL when I leave. (Which is the supported independent living place.)	Plans made to move to a supported independent living home at end of group home stay instead of to family home	Plans to Move to Supported Independent living Home, Not Family Home
20. But at the group home, you get consequenced, like, 24-hours if you're, like, even one minute late. So...Like, at home, it, I didn't really get consequenced for	Receives consequences for broken rules at group home that were never enforced at family home.	Experiences Consistent Consequences at Group Home Compared to Never at Home

anything, I never get grounded or nothing.		
21. Well, when I was younger, me and my mom used to be pretty close. But, like, with her it's just that she don't talk to me anymore and it's like, they don't want anything to do with me anymore. They don't want me around in their life anymore. Um, some days it hurts. A lot of times 'cause I try and push me feelings behind and say, "I don't care," you know.	Relationship with mom has changed from close to unwanted now. Feels hurt but tries to "not care."	Previous Closeness to Mother Replaced with Feeling Unwanted: "It hurts," But "I don't care."
22. My uncle Bob is on my mom's side. He's really nice. He still comes by…actually having a part in my life. Mom was trying to get like all my family against me. Like, 'cause my grandparents don't call anymore either, none of my uncles or aunts do except for Uncle Bob.	Experiences support from an uncle as he visits and wants to take part in her life. No contact with any other extended family members due to mother's interference.	Experiences Caring Support from Uncle with His Visits Contact with Other Extended Family Members Diminishes After Mother Interferes
23. Since I've lived in the group home, I lost a lot of my, like, a lot of my friends, like, we weren't really close but we were always friends. Kinda hang out at the pool hall all the time, smoke a lot of drugs and whatever…but in a way that was kind of good 'cause I wasn't around them to getting into that stuff anymore. So I was starting to hang around with a new bunch of people…we like, 'cause I like sports and stuff and just going out and, not even doing much but having fun.	Experiences a loss of friends but understands that change of friends helped to get away from drugs. New friends enjoy same activities.	Experiences Loss of Friends Perceives New Activities with New Friends as Positive Changes.

24. I haven't smoked drugs in a long time. And I haven't drank for quite awhile now…it's a change for the better 'cause any bit of money. Like, if I had five bucks in my pocket, I'd end up pitching with somebody or doing whatever. Now that I can put money in my pocket it can just sit there for awhile. And it changed me, like, I can actually go out now and have fun without being high. So it's, I find it's better going out and just having fun, leading a normal life. I don't need drugs to have fun.	Quitting smoking drugs and drinking alcohol seen as a positive change since it saves money. Experiences fun without being high as a better way to spend time.	Recognizes Quitting Drugs as A Positive Change: Saves Money "I don't need drugs to have fun."
25. A lot of it was just to try and escape from everything, 'cause I didn't know how else to handle it. And I used to think about suicide a lot, but I figured what good is that going to do. Like, I wanted to but I just more or less thought about friends and whatever. But I just figured drugs and alcohol was the next best thing I could do.	Perceived drugs as a way to escape and the next best alternative to suicide. Previously entertained extensive thoughts about suicide.	Prior Use of Drugs To Escape From Everything Experienced Frequent Suicidal Thoughts
26. I haven't thought about it in probably two or three months now, and before I used to think about it all the time. Which is a good thing.	Notices drastic reduction in suicidal thoughts over past few months as positive change.	Recognition of Diminished Suicidal Thoughts as Positive Self-Change
27. Yea I've noticed a lot of different changes in myself, in just the last month, too. Like, I'm a happy person. Like, before you would never see me smile. I was always mad. I've lost a lot of weight since I've	Recognizes changes in self. Feels happy, no longer mad, and lost weight due to less eating in group home.	Recognition of Self-Changes: Happier and Lost Weight

been in the group home 'cause I just don't eat all the time. 'Cause drugs make you eat all the time, so you're always hungry for something.		
28. So, like, if you have friends come in or family who want to talk and there's kids around or staff always coming in and out and half-listening to the conversations, so it's kind of hard. Sometimes it's nice to have your friends come in but usually when my friends come over, we usually go out 'cause we'd rather be out than inside.	Experiences difficulty with visitors because there are so many people at group home possibly listening. Enjoys friends visiting but prefers to go out with them.	Experience Lack of Privacy with Visitors at Group Home Enjoys Visitors But Prefers to Go Out
29. ...you've got to be careful, like, what you're saying 'cause me and my friends are always joking about stuff that they would consider inappropriate. Then you got to be watching what your friends are saying, "Shhh, no you can't say that. You can't say this," you know. So sometimes it's quite irritating, but...being in the house.	Feels a need to be careful about what is said with friends visiting. Feels responsible for what friends say and to correct them, although it's irritating.	Responsibility of Residents to Watch What Friends Say at Group Home: Irritating
30. I got a nice bike. I like quadding and dirtbiking a lot. And I like playing floor hockey. I like ice hockey in the winter time. I like baseball and just walking around, and just being outside.	Enjoys sports and outdoor activities now.	Current Activities Include Sports and the Outdoors
31. 'Cause if I ran away then I would be kicked out because I'm on my own custody thing.	Running away is not an option due to custody agreement. Would be kicked out if ran away from group home.	No Second Chances If Decides to Run Away from Group Home: Won't Do It
32. ...it all varies between all the staff members. Some staff members, like, they're there, you	Feels closer to certain staff members who project understanding. Likes all staff but finds younger ones easier	Experiences Understanding and Closeness to Certain Staff Members

can talk to them, but you're not going to tell them how you feel or anything. But then there's, like, other staff members there that you really feel that you're close to and you can tell them exactly how you feel and they'll understand. They're all okay people. I find the younger ones, it's easier to talk to than the older ones.	to talk to.	Likes All Staff Members But Finds Younger Ones Easier to Talk to
33. Margie, she, she's really nice. I like talking to her all the time. So she always, like, if she knows that I'm not, that something's wrong, she'll come up and she'll ask me, she'll be like, "do you want to talk about it? If not, I'll come back later or you can come talk to me." The other staff, they usually just completely ignore you, or like, when you come talk to them, sometimes it's kinda hard, to go to them and say, "Can I talk?" And then where Margie comes up and she gives you the opportunity to talk then.	Experiences closeness with one staff member who asks when things are wrong and who provides choice over time to talk instead of usual experience of being ignored by staff members.	Develops Closeness To Staff Member Who Demonstrates Care By Providing Choice For Time to Talk Feels Ignored by Other Staff Members
34. And I find, like, sometimes when you need to speak to some of the staff, like, nobody talked to you and be like, "Just a sec, just give me a sec…"and you're just like, "Forget it. I don't want to talk about it." And then you're like, "Can I speak?" and then they're like, "Yea come back in a couple minutes," or "I'll come and get you when I'm ready." So, with Margie, I never ever had that problem.	Experiences most staff members as unwilling to give time when needed.	Perceives Most Staff Members As Unwilling to Listen at Resident's Request

35. It's kind of like a friend relationship, kind thing...'cause we can just sit and carry on and talk about whatever.	Experiences one staff member as a friend.	Development of Friendship with One Staff Member
36. Um, well, sometimes it's nice just to, you know kinda like, some people we can get along with, some friends, like the last group of people that were there...we were all friends and we had a good 'ole time. But like, right now we got three very hyper boys and now it's very hard. And all of them are very attention-seeking.	Experiences other residents as friends sometimes. Finds living with others difficult when they are hyper and attention-seeking.	Builds Friendships with Some Residents Difficulties Living with Hyperactive, Attention-Seeking Residents
37. ...it's kinda, it's hard some days 'cause, like, one of them there is very, very annoying. But I find, like, that's going to be about anywhere you go 'cause, like, if you go out and get an apartment with some people, there's always going to be some people that you don't really...	Although experiences difficulties with annoying residents, realizes that may find difficulties when living with others in a house or apartment.	Realization That Difficulties with Residents May Occur with Future Roommates Out of Group Home
38. ...we weren't so hyper and then we all knew each other from, we hung around before so we all became friends and we just, that made us talk to each other and whatever.	Friendships with other residents began before entrance into group home.	Resident Friendships Began Prior to Group Home Placement
39. A big age difference. And before one was 14 and two of them were 15 and two of us that were 16. So we were all kind of, pretty close...one boy. Yea, so it wasn't too bad. (now)There's five of us. There's two girls and three boys.	Differences in group of residents based on age and gender make up.	Relations Between Residents Based on Age and Gender Make Up of Group

40. Like, with the staff there that I've learned a lot of different things, like, how to, you know, make things more positive decisions. Like, what can happen under these certain decision-making, like, the good and bad out of it and whatever.	Learned how to make more positive decisions with the help of the staff members.	Development of Positive Decision Making With Help of Staff
41. But, I don't know, like, the kids are just…not normal. I know 'cause I get very frustrated with them quite a bit. (serious tone)	Perceives the other residents as abnormal and causes of self-frustration.	Perception of Other Residents as Causes of Frustration
42. Yea, 'cause in our foursome we just talked all the time. 'Cause the worst thing about staff is that when you tell them one thing, like, you just want a little bit of advice on it but they have to tell all their staff team. That's why it was nice with all the other kids there 'cause you can tell them and it didn't go anywhere else. The whole world didn't know.	Felt comfortable to talk to other residents about problems instead of staff. Experienced difficulties talking to staff because they have to inform all staff members. Prefers to talk to other residents.	Residents Support Each Other with Problems Dislike how Staff Must Report on What Each Resident Says: Discusses Problems with Residents Instead
43. I was seeing how close they were, ready to go and how they changed their lives from where, how I knew them before. And it helped me as well to get going so I can get out on my own.	Noticing how other residents had made changes encouraged self-motivation.	Motivation to Change Encouraged by Noticing How Other Residents Changed
44. No. I never thought I'd be getting out of the group home. I couldn't think. Like, I was a person, like, I didn't think about the future. I was a person that was in the past and now. I never ever, I didn't care about the future 'cause I always looked at it as like, "Well, I may not be	Previously did not think about the future and lived in the past. Future thoughts were seen as wasteful since tomorrow may not come. Now has career and family goals.	Initially "I never thought I'd be getting out of the group home." Acknowledges Previously Avoiding Thoughts of Future and Living in Past Developed Goals for Career and Family in Future

here tomorrow so why even think about it." Yea, 'cause I want to be a mechanic and I just want to like, fix things. And I want to have a family and…		
45. When I began living there, and I'm like, "This is stupid. This is not going to work. Like, what are they supposed to do? They can't just change me. No one can just change a person," you know. I couldn't go out. I hated it. I wasn't allowed to smoke when I first got there, and hated it…with a passion, actually. And then, after awhile, life just went on and I think about like, you know it did change a lot, it changed me for the better. Like, who knows, like, I could not even be here now if I never ever went there. So like, it's hard too, but once you get to the ending like, the end of it, you can, like, kind of more or less seem like, you're, you know, things are getting better. So over all, it is a good place but you just got to put the effort into it.	Initial dislike for group home and responded defensively about anyone changing another person. Activities were initially restricted. Gradually changed feelings about group home and realized how changes were better for self by end of stay. Perceives it as a good place if given effort.	Initial Dislike for Group Home: Restricted Activities Questions of How to Make Self-Changes Answered by End of Stay at Group Home Realization That Group Home is Good But Requires Effort
46. I changed myself but they just gave me a hand in like, noticing what I needed to change. 'Cause I didn't even realize that I was a negative person or I didn't smile like I didn't care about nothing.	Admits to changing self but gave credit to staff for providing direction. Unable to recognize own areas to work on initially.	Recognizes Changes in Self Were Due to Self Work Credits Staff with Providing Direction and Recognizing Areas for Self-Work
47. No, you got to go and if you're going to change plans then you've got to call them, let them know what the plans are, they	Must tell staff of plans and ask if they can be changed. Cannot make decisions on own.	Staff Have Final Decision In Plans For All Residents: Lack of Control for Own Life

all got to discuss it and let you know the answer.		
48. So yea, like, now I'm starting to get a lot more free-time. Like, for the fireworks tonight, I'm allowed out till one o'clock 'cause I haven't had any consequences for two months.	Earned more free-time from consistent obedient behaviors.	Consistent Obedience Earns More Free-Time
49. So it's really irritating for a lot of friends 'cause you're always, 'cause usually when you're out with your friends you don't care what time it is, unless they know you have an appointment. But every time I go out it's like, "What time is it? What time is it?" It gets on my nerves as well.	Finds it irritating for self and friends to have to watch the time when out socializing.	Irritation Accompanies Need to Watch the Time When Out with Friends
50. So it makes me feel really good being trusted 'cause it boosts your self esteem a lot, knowing that you're trusted and you're not being watched over 24-7.	Being trusted boosts self-esteem; do not have to be watched all the time.	Realization That Self-Esteem Increases with Being Trusted
51. No, like, they didn't…I don't even know if they trusted me or not. So but it's nice to be trusted. Like, 'cause it's not very often they let someone stay out to one o'clock in the morning.	Unsure if ever trusted by parents. Group home staff demonstrates their trust in self through actions.	Uncertain If Ever Was Trusted by Parents Recognizes Trust by Group Home Staff from Actions
52. And my parents were seeing the same counsellor, but at different times, and it was really hard 'cause she was kind of, kind of working to one side than the other. And to go there and her tell me, "Well, that's not what your mom and dad said" kind of thing.	Felt previous counsellor sided with parents and doubted self-statements based on parents' revelations.	Feels Previous Counsellor Sided and Believed More from Parents

53. Um, some days I kind of want to go just so I can talk but I'm the kind of person that it's easier for me to talk when I'm having a problem at that point than wait. That's why I like working in the group home 'cause you have the chance to talk when you need to talk.	Occasionally wants to see a counsellor but finds it easier to talk when issues arise than wait for an appointment. Enjoys working at group home because issues can be addressed immediately.	Prefers to Discuss Issues as They Arise Rather Than Wait for Appointment with Counsellor Enjoys Ability to Talk to Group Home Staff When Needed
54. Yea, like, I told a lot of stuff that I never told anybody before and that I never even realized that actually hurt me. Until one day me and Margie were sitting in the office and I just started talking and things were coming out that I didn't even thought I remembered. So, I'd rather talk with them than go to a counsellor.	Preference to speak with group home staff over a counsellor developed from an unplanned self-disclosure of events and feelings to staff member.	Experiences unplanned Self-Disclosure of Feelings with Staff Member: Reason for Staff Preference to Counsellor
55. Um, one of the things that I, like, that I've learned a lot at the group home too is that where, like, when you do something wrong, they're not yelling at you and saying, you know, putting you down. They sit down and talk to you about your, why you made this decision and they'll say, "well, the good things out of this decision was… and the bad things that happened and these are the consequences 'cause of it." It's a heck of a lot easier than being yelled at and at random.	Recognized that staff would not yell at or put people down for making mistakes, unlike at family home. Learned to discuss decision-making process and attach meaning to consequences. Preferred new process to previous yelling.	Recognition of Differences Between Home and Group Home for Consequences: Yelling Versus Discussion Learns Process of Decision-Making and Attaching Meaning to Consequences
56. So now I probably know what is the best decision was to make and the way I went wrong to decisions and what made you make that wrong decision and what you	Understands choices that could have been made and how to improve future decision-making.	Gains Understanding Of Alternative Choices and How to Improve Decision-Making

can do to make it different.

57. I thought the worst thing though of the group home was, it seems like they came up with conclusions too fast. Like, they'll say, okay, like, you're this kind of person, and they only knew me for two days. Or like, say, you said something and they came to the conclusion of say something completely different, and then you get in trouble for it, for saying something that you shouldn't have said, or whatever…never asked you about to get what you meant out of it.	Dislikes how staff judge residents' personalities when only known for a short time and make assumptions about what residents say in discussions. Finds that staff do not provide a chance for residents to explain what was meant.	Dislikes How Staff Members Judge Residents' Personalities So Quickly Experiences Staff as Unwilling to Listen to Resident's Side of Story
58. …like, they were right, I was wrong, no matter what.	Finds staff project a "we're right, you're wrong" attitude to residents under all circumstances.	Thinks Staff Believe, "They're right, We're wrong" Under Any Circumstances
59. I think it's a lot of overall 'cause all the staff team kind of work together so one makes the decision, they all go with it. And sometimes it hurts.	Feels hurt by all staff members because they stick to their decisions.	Hurt by How Staff Stick To Decisions Under Any Circumstance
60. They never listened to us. Or even made a point of making sure that he was or wasn't, which was really unfair. 'Cause he got in trouble for something that he never did, which is the worst part of it all.	Experience of being unheard. Witnessed unfair treatment of other resident as he was punished for an act he did not commit.	Experiences Being Unheard by Staff Witness to Unfair Treatment of Resident by Staff for Suspected Behaviors
61. …'cause a lot of times too, I'm afraid to come home, 'cause lots of times you go out the day and by the time evening comes, your tired when you come home. And you're kind of like, you know, kinda quiet and	Feels afraid to return to group home when tired due to possible accusation of smoking drugs.	Fear of Accusations of Drug Use Accompany Returning to Group Home Tired

you're not all awake, you're not like, all happy and cheerful or whatever. And first thing they're like, "Were you smoking drugs?" Which is like, you know, I can be tired once in awhile.

Thematic Abstraction of Donovan's Experience of Living in a Group Home

	Interview Excerpt	Paraphrase	First-Order Themes
1.	…the staff doesn't really want you to be there because they prefer you to be at home. And, like, in a way it's kind of comforting, well, comforting. But, I mean, like, it's only there to help us with the problems we have with our families, I guess.	Feels comforted to know the staff would rather the residents be at home than at the group home. Recognizes that the group home is there to help with family difficulties.	Understands Staff Prefer to See Residents At Family Home: Comforting Recognition of Group Home Purpose: Help with Family Problems
2.	Well, yeah, it's working. It's kind of giving me a schedule of my day.	Success achieved through keeping a daily schedule of activities at group home.	Following a Daily Schedule Facilitates Success at Group Home
3.	But, there's some stuff I don't like about it, like, like, I mean, like, like the curfew times, they're not, not really that reasonable. But like, you're in a group home though.	Dislikes perceived unreasonable curfew times concurrently with understanding that a group home needs stricter rules.	Understands Yet Dislikes Seemingly Unreasonable Curfew Times
4.	…no, like it's nothing like living at home…the rules aren't a big problem, it's just some of the little things that come with it, that come with living there. Like, when you're there, like, the curfew thing, you come back, it doesn't matter how late you are, your loss of outside privileges occur, 24 hours, like the next day.	Perceives group home as very different from living at home. Finds that the rules are not the problem but rather how consequences remain the same after rules are broken to any degree.	Group Home is Nothing Like Family Home Experiences Problems with How Severity Of Consequences Does Not Always Match Broken Rule
5.	Like when I got there I used to think to myself, "This place is pretty bad. I don't like it here." But I guess, I just talked, like, to some of the other residents then I got to know her, yeah, really well, and I talked to her lots. And then, whenever we were mad,	Initially disliked group home. Getting to know another resident provided an outlet to discuss problems.	Initial Dislike of Group Home Development of Friendship with Resident by Discussing Problem

we just talked.

6. But then, like, then you kind of realize that they're only there to help you and they're not out to get you. That's what I thought they were.	Began to realize that the staff members were there to help, not out to get you like initially thought.	Shift in Thoughts About Group Home Staff From "Out to Get You" to "There to Help You"
7. Well, when I first came from the other group home, I was, I had scheduled visits with my mom. And with all the, with, with living at the group home, at this group home, was it was like, there's like Recreational night and Ed. Night.	Experienced scheduled visits with mother at prior group home. New group home had activities planned for certain days.	Scheduled Visits with Mother at Old Group Home Replaced with Planned Activities at New One
8. ...what I was really focused on because I wanted to move home 'cause I didn't want to stay at the group home, was that the more time I spent with my mom, the quick, the sooner I'd go home to live with her. The sooner things would get patched up.	Focus on moving home faster was directed at spending more time with mother. Believed things would get "patched up" sooner with more visits.	Initial Desire to Move Home Quickly Belief That More Time Spent With Mother Would Improve Relationship and Speed Up Moving Home Process
9. You could go out after school on Fridays, but like, especially when you got to be home for supper. Right. Like, not that being home for supper is a big deal but I mean, like, if you're with your parents, like still, you can't...Say I was to go with my mom this Wednesday, I wouldn't be allowed to...after. I, I couldn't go for supper or the evening with her. Just wouldn't be allowed because of the, because of the schedule.	Experienced difficulties with having to be at group home for supper even when with parents. Understands schedule of group home must be upheld regardless of opportunity to spend evening with parents.	Experiences Group Home Rules as Stringent: No Allowance for Changes Involving Time with Parents
10. ...one thing I hated was doing my highs and lows for goals. But I'm glad I did them now. Well,	Dislike for reporting high and low feelings as part of goals followed by an appreciation of their completion.	Appreciation for Completing Feeling Expression Goals Develops: Initial Dislike of Goal Work

actually it feels a lot better when you do it, right, just it's better.	Recognizes it feels better to complete goals.	
11. 11.Like, it's hard to explain, but it's like, it feels good…knowing, yeah, yeah. So you know what you're doing and to accomplish goals at the group home that they give you…you have a marked accomplishment.	Recognizes that it feels good to be aware of own actions and accomplish goals set out by the group home.	Self- Awareness and Accomplishing Goals Enhancing Positive Feelings
12. I had was complete, to do my highs and lows every night, like explaining how my, how a feeling was. Uh, after awhile I got them dropped because I got pretty open 'cause whenever I came home from a visit or something or I probably just talked anyway about it, and like I wouldn't even know I'm doing my highs and lows.	Initially had to explain how a feeling was using highs and lows for the day. Becoming more open with staff members meant that feeling expressions did not have to be formally completed; talking to staff was enough.	Initial Feeling Expression Goal Dropped as Opened Up to Staff Members
13. Uh, another thing, when there's kids in there, you got to, like, choose for yourself. You can't follow them. Like, everybody that's been there, I've been there, they've all chose to AWOL and they like, do what they want, but what I've realized is, like I've gained too much, that I know that if I, that if I lose that I'll be gone. Like, start all over, right.	Recognizes the need to make own decisions and not follow other residents. Realizes that gains made would be lost by breaking rules like other residents; start all over again.	Supports Making Own Choices, Not Following Others Realization that Gains Would be Lost by Following Others' Rule-Breaking Behaviors
14. I mean, there, there was, there is times when, when I've been real mad there and you don't want to stay there at all. But like, you just got to think about it.	Experiences desire to leave group home due to anger yet realizes the need to think before acting.	Anger Towards and Desire to Leave Group Home Does Not Excuse Acting Before Thinking

15. No. Not from, not from the group home. It doesn't get you anywhere. 'Cause like, once you get brought back, you got to start all over.	Has never run away from group home. Expresses that running away from group home only results in starting over.	Recognizes Result of Running Away is Starting Over
16. I really loved being at that foster home. It just got really crowded, really crowded. But…when I left, I kind of say to myself, "I hope can still have a friendly relationship with them. And I still like, I do.	Expresses love for prior foster home placement. Desired to continue relations with foster family and followed through with wish.	Develops Adoration for Prior Foster Family and Maintains Relationship
17. That group home didn't do that much for me. I just pretty much slept there. Or I was gone with parents or out with my friends. 'Cause they don't, they don't have like, a schedule, right.	Perceives prior group home as a place to sleep and of little benefit as it had no schedule.	Perceived Benefits of Group Home Connected to Extent of Scheduling
18. But when I got to this group home, like, when I knew that I'd be going to this group home, at placement committee, I didn't want to go at all. And from like, some friends that had been there, that they don't like it. I thought it was like a really, really bad place but I guess, I don't know, I guess my humor got, got to some of the staff…and it makes, and it like, I tend to get along with them. Like, I mean, like, they're all great staff. I don't know, I'll probably miss them when I go.	Based initial negative impressions of group home on prior resident-friends' experiences. Believes own humor contributes to improved positive relations with all great staff members and admits to missing them upon departure.	Initial Negative Impressions of Group Home Based on Friends' Experiences Improved Relations with All Staff Members Due to Own Humor Staff members Will be Missed
19. And I know that, like, that like, it's probably the best place for me if I'm having a problem, that I can go back and talk to them. I've been told by the staff there	Recognizes group home as best place to turn for help when experiencing problems. Feels comfortable and reassured that staff will be there to talk anytime.	Recognition of Group Home as Helping Place Comforted to Know Staff Still Care After Residents Move Out

that if I have like, when I am gone and I have any problems, that I can come back and talk to them, right. And I'm comfortable with that. And, and I probably will.		
20. 'Cause I mean, like, I'm probably going to have problems later on in the future. But hopefully I won't get it to escalate too much, and then I could go back there. Like not to go live there…	Realizes that problems will arise in future but hopes that they do not result in another stay at group home.	Hopes That Future Problems Do Not Result in Returning to Live at Group Home
21. And like, in a way you don't really want to say much to them at first, but …when I was there I didn't want to get too comfortable there.	Initially desires to keep quiet around staff and avoid getting comfortable.	Initially Desires to Maintain Closed-Off to Group Home Experience
22. …it's not that bad. You just kind of get used to it in a way. And it's a good place in a way but, it's not where you want to spend the time when you're 15 or 16. Or even 14, or even younger.	Realization that group home is not so bad comes in time with getting used to it. Recognizes benefits of group home yet feels it is not where teenagers want to spend time.	Time Leads to Recognition of Group Home Benefits Knowledge of Group Home Benefits Does Not Promote Desire to Live There
23. And that was where I was supposed to go live, with my mom and she said at the case conference that's what's going to, that's what she'd like to happen. But then I guess in the middle of it, she just dropped everything and she wanted to go. But now she's, but then and she'd asked me, she asked me and my little sister to make the choice of…go with her.	Experienced change in initial plans to move home with mother when she decides to move out of town. Self and sister are left with decision to follow mother or stay in town.	Left with Decisions Regarding Departure from Group Home After Disruption of Plans to Live with Mother.
24. And both her and I, I took, me and her went out and well, she's only 9, but I talk to her 'cause it like, my step-dad	Felt like only person who could talk to sister about mother's moving.	Feels Responsible to Discuss Mother's Moving with Sister

thought I was the only one who'd be able to talk to her about it.		
25. ...she's not moving and now she wants me to go live with her. And during that time, what I noticed at the group home was, like, they gave me options what I could do, or like, you know, but they like, but like they never said what I should do or what I shouldn't do. 'Cause they kind of left the choosing to me, and well, I kind of like, I made the decision to live with my uncle.	Experiences second change of plans when mother decides to stay in town and wants son to move home with her. Noticed how staff at group home provided different options without suggesting which one to follow. Felt able to make own decision; plans to live with uncle upon departure from group home.	Experiences Repeat Indecision from Mother Regarding Desired Living Arrangements Perception of Staff Providing, Not Pushing, Alternative Living Arrangements Final Decision is Own: Plans to Live with Uncle
26. ...they're like, they're psychologists who work in a group home. It's what they're like. It's what I think they are. Like, they're not, like they're not going to be there to pick on you and make things worse.	Perceives staff as "psychologists who work in a group home." Understands role of staff members to be helpful to residents, not try to make things worse for them.	Perception of Staff As "Psychologists Who Work in a Group Home" Recognition of Staff as Helpful and Not Harmful
27. I guess, well, I used to steal from my step-dad, well, my parents. I used to steal from them, I, they didn't have any trust with me. And, like, it wasn't their fault, it was my fault 'cause I couldn't be trustworthy of.	Acknowledges previously stealing from and felt distrusted by parents. Agreed with parents in that felt unworthy of trust.	Acknowledgement of Prior Reasonable Distrust From Parents
28. Or, like, I'd always be grounded, like, before I was grounded 'cause I don't know, I used to sneak out of my window during the nights, right and I'd go off with friends, then I'd come back before my parents woke up. So even on like, school nights I'd be out 'til, like, 6 before. Like, I'd probably jump	Experienced sneaking out at night from parents' home to be with friends.	Experiences Sneaking Out of Parents' Home Late at Night

out at about 12 and come back at 6.		
29. Like, I ran away a couple times. I only ran away for a day, and then I was caught stealing and I was brought home. And then, it happened again, or, I snuck out my window, I guess, my mom wanted me to, when I came, I guess she caught me, well after I was gone, she closed my window, well, it was locked. And I guess she wanted me to knock on the door when I got home, but I guess I didn't. I just stayed out, for 5, about a week.	Experienced running away more than once and returned home after caught stealing.	Repeat Occurrences of Running Away From Parents' Home: Returned when Caught Stealing
30. …when I was gone for that week I stayed at a bunch of friends' places. When I was brought to Social Services I was charged with a break and enter, which I did commit. And the judge ordered a predisposition report for me and well. Well, during the time I was out on the predisposition report, I was held in my, well, Barney kept me in my room for the entire month. I wasn't allowed out to do anything. Like, I couldn't even eat with them. And I realized that's why I did it was, because like, I wanted to get out of the house, right.	Contact with Social Services initiated by committing and being charged with a break and enter, while run away from home and staying with friends. Lived with extreme restrictions at home after court ruling. Realized strong desire to get out of home led to sneaking out.	Involvement of Social Services Initiated with Break and Enter Charge Strong Desire to Leave House by Sneaking Out Accompanies Extreme Parental Restrictions
31. Like, I didn't show any remorse for what I had done and I had to go to jail for 60 days and I was, 6 months probation. And then I moved back here. And then, about a year later, well, when I	Acknowledged displaying no signs of remorse for crime, resulting in sentence to jail, probation, and grounding at home.	Acknowledges That Showing No Signs of Remorse Led to Severe Penalty by Courts

got back from jail, I still wasn't allowed to go outside for like, six months.		
32. And then, I guess they started to get sick of me and they'd be like, well, they'd wake me up and they'd tell me to eat breakfast and then they'd say, "Get out of the house. Don't come back 'til" the curfew time.	Felt unwanted by parents and was told to get out of house until curfew.	Feels Unwanted by Parents: "Get out of the house. Don't come back 'til curfew."
33. And then, I ran away again. Oh, another, and then I got charged again for another break and enter. And I had to go to adult court. I was so, so lucky I only got probation 'cause…well 'cause I had a good deal there.	Experiences repeat running away and break and enter charges. Felt lucky to get lesser penalty for crime in adult court due to a deal.	Feels Lucky to Receive Lesser Penalty for Repeated Crime
34. I don't get consequenced that much from my mom.	Received few consequences at home from mother.	Rarely Consequenced at Home by Mother
35. At the group home, they say no and then if you left, it'd be, it'd be, just stay AWOL, and then go out and…They're a lot more strict, which you're supposed to be…like there's a lot of rules.	Recognizes that leaving group home without permission means "going AWOL." Recognizes there are many rules at group home and supports strictness.	Understands AWOL to Mean "Leaving Group Home Without Permission" Supports Strictness of and Increased Amount of Rules at Group Home
36. …like at my place, or at my old place, you didn't have to ask to watch TV. Well, I mean, like you don't have to like, ask to go out, don't have to ask to use the phone, like ask if you can do this. Or when you're going out, you have to say where you're going to be and where you're going. I hate that 'cause, like, all my friends have cars, right. And honestly, I don't know where I'll be.	Recognizes that never had to ask to do regular activities at family home. Dislikes having to tell staff at group home where time with friends will be spent since rarely plan destinations in advance.	Recognition That Asking to Complete Daily Activity Never Occurred at Home Dislikes Having to Account for Time Spent With Friends Prior to Leaving Group Home

37.	…the group home won't let you go to the mall and hang out. 'Cause, well, it's 'cause, it's 'cause half the kids at the group home are, or it's for all the kids that are there. They just go there and get themselves in trouble. I hate that 'cause the other kids ruin it for, like, me, and the other kids. I've been told by the group home that I'm responsible enough to go by myself, like, like, I can do some things that the group home can't, like the other kids in the group home can't do 'cause…'Cause, like, it's all about being responsible enough, right and I've shown that.	Feels that some restrictions placed on all residents are unfair to those who can handle the responsibility without getting into trouble. Demonstrated responsibility to staff and was given permission to participate in special activities.	Feels That Some Restrictions Placed on All Residents Are Unfair Demonstrations of Responsibility Led to Permission for Certain Activities
38.	I think I picked it up a lot from Bob, I guess. I think I did. And then I kinda thought, "Well, Bob's gone now so, someone's got to be the mature one." (C: Tada!) And I guess, Yeah. It's like, "Hey, it's me!"	Learned ways to be mature from other residents. Decision to act more mature spurred from mature resident moving out.	Learns Maturity from Other Resident Decides to be Mature Resident When Other Resident Moves Out
39.	That's one of my goals, to be a positive role model to the other kids there.	Developed goal to be a positive role model for other residents.	Desires to be Positive Role Model for Other Residents
40.	Yeah. I like it. Well, it kind of makes you feel good to knowing that staff's proud of what you're doing and they hope that the other kids can be like you.	Enjoys knowing that staff are proud and wish other residents could be like self.	Enjoys Being Felt Proud of By Staff
41.	And I mean, like, so I said, "So like, what kinds of things am I supposed to do to be a positive role model?" And they're like, "Well, plan to live your life in a	Uncertain of how to be a positive role model. Direction about focusing on life plans and keeping job provided by staff.	Seeks Guidance from Staff on How to be a Positive Role Model

way.” And then, but they’re like, “Yeah, but like, with your job. Keep your job. Like, just focus on living and what you want to do.”		
42. ...my cousins, they all look up to me like I’m Superman or something to them, right. It feels good in a way, but yeah. It feels good just I don’t want them to make mistakes I made before. Like, they better not. Well, my sister, like I hope they don’t.	Enjoys feeling admired by cousins. Hopes that cousins and sister do not repeat self-made mistakes.	Enjoys Admiration From Cousins Wishes Cousins and Sister Avoid Self-Made Mistakes
43. Like, really I find all I have to do is, like, play with the kids a lot or no, not really play with the kids a lot, but when you are playing with them, get along with them.	Finds that getting along with cousins during play is helpful.	Discovers Playing with Cousins is Helpful
44. Actually, I don’t like people to come visit me in the group home, very often. Well, never. Just ‘cause then your visits are supervised right. But I like it better when you know, I’m allowed out of the group home.	Dislikes ever having visitors at group home since visits are supervised. Prefers to go out than have visitors.	Dislikes Constant Supervision of Visitors Prefers Going Out to Having Visitors
45. (was it odd or strange in any way to go visit your mom and then have to go back to the group home?) Not really, no. As much as I didn’t like going back there.	Disliked returning to group home after visits with mother.	Dislikes Ending Visits with Mother to Return to Group Home
46. It’s gotten better with my step-dad. Well, in some parts it’s gotten better. Like, when we started working together again, about a year later, right, he thought I was still the same person. Like, he thought I was still the same person and sometimes he still thinks, he still thinks I am, but	Relationship with stepfather improved. Understood stepfather believed no self-changes were made initially. Recognizes own changes as do others. Experiences pride from mother for making changes.	Improves Relationship with Stepfather Feels Self-Changes Initially Went Unnoticed by Stepfather Recognition of Many Sources Acknowledging Self Changes Realization That Mother Feels Proud of Son

I'm not. And well, a lot of people have noticed that. Like, my mom gradually, I mean, a couple of weeks ago, like she goes to me, she says she's proud of me, but she really said that I've gone a long way. And my uncle as well. He's noticed a lot. I have too.		
47. Like, knowing like, knowing the fact that you are growing up, like that you know, like, like, with my job. It's like, I never planned on having a job.	Notices self growing up, for example, having a job was unplanned.	Acknowledges Growing Up: Has a Job Now
48. I still do lots of mechanic work for Barney. He's taught me a lot of that, parts and stuff. But, again he kind of thinks I'm still an irresponsible kind of person, right. But mainly I've been showing them that I'm not.	Learned much about mechanic work from stepfather and continues to work for him. Feels that attempts to show stepfather responsibility have not changed stepfather's perceptions.	Recognizes Stepfather as a Teacher of Mechanics Feels Stepfather's Perceptions Remain constant Despite Demonstrating Responsibility
49. Like, I mean, like when I've asked Barney to buy me clothes, sure like, he'll do it. Like, he'll give me some money or he'll take me out and we'll go get some clothes or something, but he's noticed that lately either, that I buy my own stuff a lot now. Like, with my contacts. I buy them my, I buy my own contacts.	Recognizes support from stepfather for providing money for clothes when requested. Believes that buying own things is noticed by stepfather.	Acknowledges Availability of Financial Support From Stepfather if Asked Own Spending on Self-Needs Becomes Noticed be Stepfather
50. Like, I want him to know that I know that I don't always have to ask him for money 'cause I have money myself now, right.	Desire to show stepfather self-sufficiency from making own money.	Desire for Self-Sufficiency to Be Known to Stepfather
51. I guess when we were at, when we were out golfing, Barney got out to go find his ball and,	Allowance to drive golf cart while golfing with stepfather resulted in tearing up grass and an upset stepfather.	Funny Golf Cart Incident to Self and Sister Seems to Upset Stepfather

well it was on 17 and he let me drive…so I was just going to bring the cart ahead a bit, right. Well, I tore up the grass a little bit and so Barney, he was like, "What are you doing?" And I was like, I couldn't stop laughing and neither could Katie. But, I don't know, he was kind of upset.		
52. Well, I guess I just made the wrong choice. I was just fooling around, right.	Acknowledges making the wrong choice and fooling around.	Acknowledges Fooling Around was Wrong Choice
53. Like, I understand, like, it's not appropriate to do, like, not at all. To be tearing up the grass, right. I couldn't believe what happened though.	Understood inappropriateness of actions yet found it difficult to believe it happened at all.	Understands Actions were Inappropriate and Yet Flabbergasted by Occurrence
54. I don't spend much time with my friends 'cause when you're at the group home you don't have a lot of free time. I've noticed that. So, it's almost like they thought I forgot about them. Yeah, so I still have the same friends from when I went there with.	Little time spent with friends due to noticeable lack of free-time given at group home. Finds that friends feel forgotten. No change in friends during stay at group home.	Noticeably Limited Free-Time in Group Home Minimizes Time Spent with Friends: Friends Feel Forgotten Maintains Same Friendships During Stay at Group Home
55. Ever since I went to the group home, I don't work out anymore at the gym. Don't have time…like going to the lake with my friends, that stopped. Just a lot of sucks.	No longer works out at gym or visits the lake with friends since stay at group home. Dislikes these and other usual activity changes.	Experience Usual Activities with Friends Halted During Stay Dislikes Changes to Usual Activities
56. I'll go back to what I used to do with my friends for sure.	Plans made to return to engage in previously enjoyed activities with friends.	Plans to Return to Previously Enjoyed Activities
57. Yeah, like, like, with some of the different staff, like say there's one staff member who's like, let's say, 23, just started working, but she's still like, she's still kind of	Recognizes differences between staff members. Perceives younger staff as more familiar with adolescent activities. Finds it easier to talk to some staff over others.	Recognizes Differences Between Staff Members: Easier to Talk to Some Perception That Younger Staff Understand Teenagers Better

young. Like, she's a lot more familiar with the stuff that a teenager would do, right. And like, with some guys, I know how to get along with better than I would if I was talking with the same thing I was talking about with somebody else with one of them.		
58. I was told by staff there, that they're all going to miss me when I leave, 'cause of the humor that I bring there from them. I mean, like, I'm always making them laugh, right…everybody's funny in my family.	Feeling that self will be missed confirmed by staff members. Perceives self as bringing humor to group home. Recognizes good sense of humor as a family trait.	Understands Self Will be Missed by Staff at Group Home: Brought Humor Recognizes Own Good Sense of Humor as Family Trait
59. I find that whenever I'm at my uncle's, you know, it's like a vacation, but I'm back in like, three days.	Current visits to uncle's feel like three-day vacations.	Perceives Current Visits to Family Home as Brief Vacations
60. Yeah, 'cause like with the staff, you build a bond relationship with them. Like, I mean, like a different relationship with every single staff member. It happens to everybody that's there. And that's one thing that helps. It helps, it does help you, right.	Developed individual-specific bonds to staff members. Recognizes bonding to staff as a common occurrence for all residents. Perceives bond to staff as what helps.	Develops Different Bonds To Each Staff Member Perception That Every Resident Develops Bonds to Staff Members Acknowledges Bond To Staff Members as Helpful
61. (if one staff member says one thing, then another one will back them up or do you find that the rules change for each staff member?) Yeah, they'll get backed up. Yeah they always get backed up.	Finds that staff decisions are always upheld by other staff members.	Staff Members Always Support Other Staff Decisions
62. But, like, it's easy though. I mean, like, I get along with anybody, 'cause humor once again, right? And I mean, like, I pretty much know a lot of people. So	Finds it easy to live and get along with other residents. Ability to get along with anybody attributed to humor. Knows many of residents prior to group home entry.	Attribute Ease of Living with Other Residents to Sense of Humor Residents Were or Become Friends Quickly

if I don't know them already then, I'll be friends with them real quick. Well, a lot of them are my friends, that I knew before.		
63. …well, yeah I'm still friends with those kids but I don't do what they do. Like, I like, I let them do what they want to do. I can't stop them. I don't want to stop them. I'll let them worry 'cause I don't need it. I learned like a year ago, no, six months ago.	Lasting friendships with residents does not mean following what they do. Allows friends to do what they want without interference. Feels no need to worry as previously learned lesson.	Maintains Friendships with Other Residents Without Following Their Actions No Desire to Try to Control Friends Actions: Already Learned Own Lessons
64. I thought it was like the worst place in the world. It turned out to be…Actually, I think it turned out to be one of the best things that ever happened to me.	Initial thoughts of group home being worst place in the world changed into the best thing that ever happened.	Thoughts About Group Home Transformed From Extreme Dislike to Acknowledgement as a Fortunate Experience
65. …but I know I can be successful again in a group home. Like, I mean, like, to me I'm being successful. And that's what I've been told as well.	Self-confidence in ability to achieve success at group home again is confirmed by others.	Develops Confidence for Ability to Succeed Again in Group Home: Confirmed by Others
66. Like say there's one guy there, all we'd like do on his shift is laugh. Right, but he's still doing his job. And me and him will just laugh all day. It's that easy right.	Recognizes that staff can do their job and have a good time simultaneously. Finds it easy at group home when having fun with staff.	Recognition That Staff Can Have Fun and Do Job Simultaneously: "It's that easy."
67. I was in an anger management program with a lady. I go, and I still see her weekly. Yeah. Actually, I like, I like to do that. It feels really good.	Participation in an anger management program and individual counselling feels good.	Participation in Outside Counselling is Enjoyable

Thematic Abstraction of Jill's Experience of Living in a Group Home

	Interview Excerpt	Paraphrase	First-Order Theme
1.	It sucks. Um, I don't know, I got there and I stayed there for three hours and then I'm like, "Yep, I want a smoke. Let's go." And so I AWOLed, Annie and I AWOLed for like two weeks, like, straight. I didn't get my outdoor privs till I'd been there for a month.	Initial dislike and lacked patience to stay at group home. Continuous disregard for rules led to privileges withheld for a month.	Initial Dislike of Group Home Disobedience of Rules Results in Delay of Privileges
2.	…it's not so bad. Like, I thought it would be like, you know like, hell on earth, like at first. But, you know you just have to get used to it.	Acknowledges that group homes is not as bad as initially thought.	Acknowledges Group Home is Not "Hell on Earth" as Initially Thought
3.	Way too structured. There were so many rules. They gave me like this handbook.	Perception of extreme structure at group home formed from receiving handbook of rules.	Perceives Handbook of Rules as Extreme Structure at Group Home
4.	I just came from one that was like, so, like a group home that was so relaxed. Like, it was like, you know, wake up at noon. You have free time one 'til six, unless you're on supper prep then it's five-thirty, and then free time again until ten thirty, bedtime at eleven.	Experienced prior group home as more relaxed in structure, allowing free-time for majority of the day.	Experiences More Free-Time and Less Structure at Previous Group Home
5.	Oh God. I don't know, there's, like, a lot more kids. There's twice as many kids…when I was at my first one, I didn't AWOL at all. And then I stuck through the, like, whole orientation thing which was like a week. And I was out all the time, whatever, you know, meeting people, doing stuff. I don't know, but at this group	Compares old group home to new one: less to more residents and obedience to rules and enjoying time to drastically less free-time and pre-planning activities.	Recognizes Differences Between Group Homes: More Residents and Less Free-Time at New One Obeys Rules at Previous Group Home

home it's like, now like...One day of free time a week. Well, for me which is like Tuesday night plans too, and that has to be like, planned ahead.		
6. So I don't, I've got like, no social life now. But that's okay. And I kind of like it.	Experienced lack of social life at group home as somewhat enjoyable.	Enjoys Lack of Social Life at Group Home
7. Like, when I get, like, home it's like, there's newspapers on the table, like, "You guys are supposed to clean up after yourselves." Too used to it. I came downstairs one morning, I was like, "So what chore am, oh wait a sec."	Finds self telling family members to clean up as if in the group home. Recognizes adaptation to group home structure and responds similarly at family home.	Adaptation to Group Home Lifestyle Transfers to Self-Conduct at Family Home
8. It sucks though. My mom she's, like, started asking them when my bedtime is and stuff. (are you supposed to stay like, are you supposed to keep your bedtime when you go home?) Yes.	Expresses discontent with mother trying to enforce group home rules at family home, even knowing that mother should be enforcing same rules.	Reluctant to Accept Mother Changing Rules at Home to be Like Group Home
9. I'm kind of scared about like, going home, that, you know like, there's a lot more temptation when I'm home because I'm not like, always constantly busy.	Expresses fear for moving home with respect to increased temptations and idle time.	Increased Temptations and Idle Time at Home Invokes Fear of Moving Home
10. I almost went drinking this weekend but I was like, "No, I have way too much to lose." Like, I don't care who's at the party, like, I had so much to lose, but it took like, everything I had to say no. It gets hard.	Admission of temptation to drink and party on weekend halted by recognition of having too much to lose. Finds it difficult to say no to tempting activities.	Recognition That Saying Yes to a Party Would Result in Great Loss Experiences Extreme Difficulties with Saying No to Temptations
11. I hitchhiked to Edmonton. Yeah, I got there too. Dumbest thing I've ever done. 'Cause, okay, like I know so many people in Calgary,	Acknowledges hitchhiking to Edmonton as "dumbest thing I've ever done," knowing fewer people there than in Calgary as well as friends not	Admits That Leaving Group Home to Hitchhike to Edmonton as "Dumbest thing I've ever done"

but I choose to go to, like, Edmonton. I think I know three people there. Well, I know more than that, but I mean, like, only people who are like, you know, my good friends. Two of them, and neither of them were home.	being home contributed to belief as stupid act.	
12. Oh, I wouldn't hitchhike to Edmonton alone. I'm not that, I'm kind of dumb, but I'm not that, I'm not crazy. Like, I make bad decisions but I'm not crazy.	Although admits to making bad choices, recognizes increased risk of hitchhiking alone to Edmonton and concedes to never doing that.	Differentiates Between Bad and Crazy Decisions Based on Risk involved Admits to Making Bad Decisions at Times
13. I'm so close to getting home. Like, I'm on like, double-overnights. I have one more double-overnight 'til I start like, three-nights. And then I do four and then five, then six, then seven and then HOME.	Realizes moving home will happen soon as nights spent in family home is increasing.	Realization That More Nights Spent at Home Decrease Time Until Move Home
14. But, I, I totally almost went but then a couple of them. I don't know, the guys who I went drinking with, which is like the reason I got sent to the group home, they were there, and you know, I kind of hate them all now.	Decision not to go to party partially based on dislike for attendees. Expresses stay at group home resulted from drinking with party attendees.	Dislike for Certain Party Attendees Aided in Decision Not to Go Recognition That Prior Drinking Experiences with Party Attendees Led to Group Home Placement
15. I've totally turned myself around, you know. Like, I, like, I don't know, I'd go drinking like once a week, like, after I got there.	Perceives self as completely changes from initial entrance to group home. Admits to consuming alcohol once a week during initial stay at group home.	Perception of Major Self Changes Initial Time at Group Home Involved Drinking Once a Week
16. Yeah. I came, I came and I walked in, like, so drunk. Like, this was the only time, like, I've been pretty drunk before but this was the only time that I was ever drunk enough to puke. And, uh, like, it was bad, like and I don't remember half the stuff that happened. I	Experiences being drunk to the point of throwing up and not remembering all that happened as scary. Admission of own drunkenness to staff members led to discussion of other issues.	Experience of Extreme Side Effects of Alcohol Invokes Fear Experiences Staff Responses to Own Drunkenness as Including Discussions of Other Issues

have scars. I walked in, I was so drunk, and that night staff was like, "You have anything to drink?" I'm like, "Yeah. A little bit." (both laugh) That's what I said. I was like, "Do you have to write that down?" and we sat there and started talking about like, birth control or whatever…and…I don't know, it just scared me though 'cause you know, like, I don't remember half the stuff I did.		
17. …this guy pulled up. He's like, "Do you need a ride?" I was like, "I live, like, two blocks that way." He was like, "Oh, that's okay. Get you there quicker." I was just, like, "Yeah okay." And then, so I got in with him. I'm like, "So what have you been up to?" He's like, "Ah, had a couple drinks." I grab my seatbelt. I'm like, "Yeah me too." And then he dropped me off again, and he was like, "Do you want to come drinking with me?" And I almost did. But then I was just like, "No I'm tired. I want to go to bed."	Accepts a ride, when drunk, offered by a man who admitted to drinking that evening. Decides to go home when he proposes drinking together, even though tempted.	Participates in Risk-Taking Behaviors While Drunk Demonstrates Restraint for Potentially Risky Situation When Drunk
18. I think that was the last time. Yeah because then I started going to AADAC. Oh, I hate that. We watched a video yesterday and I learned, or not yesterday, last time, and I like, learned about alcohol poisoning. And it scared me. But, but it's sad because, like, the video like, made me want to go drinking.	Began sessions at AADAC after caught drinking at group home. Expresses dislike for AADAC. Expresses fear after learning about alcohol poisoning and yet simultaneously desired to go drinking.	Dislikes AADAC Sessions That Followed Drinking Incident at Group Home Learning About Alcohol Poisoning Invokes Fear and Desire to Drink
19. …my dad is an alcoholic and I sit there, you know, I'll like, get bored and	Acknowledges that father is an alcoholic. Distinguishes feeling to go drinking when	Recognition That Father is an Alcoholic

I'll be like, "Oh I want to go drinking." And, like, it's not, like, a need but I'll really want to go do it.	bored as a strong desire, not a need.	Distinguishes Own Desire to Drink From a Need to Drink
20. It's like, you're up for anything, but that can also get you in bad situations. Like, I don't know, the first time I was ever really drunk, I got raped. So yeah and that kind of…scary.	Perceives drinking as fun, energy-producing, and yet potentially risky. Recalls initial incident of drunkenness as scary and ending in rape.	Mixed Perceptions of Drinking: Fun Yet Risky Experiences Rape During First Time Getting Drunk as Scary
21. But, that's why I don't so drugs anymore either. 'Cause they're all bad. My friend Jessica, she told me she was going out drinking. She had like, two coolers, but just, oh, I like, "You know they're bad." 'Cause I was like, "Ohh." And I told her, like, all my like, bad drinking stories. Like, they put me in cells.	Recognizes that "drugs are all bad' as reason for avoiding them now. Tries to discourage friends from drinking by relating own experiences with drinking, including a trip to jail.	Rejection of Drugs Due to Realization of Their Harm Desires to Discourage Others From Drugs: Relates Own Experiences
22. …it's just so hard to say no, you know. Like, I've learned to but I'm scared that after awhile I'll be like, yeah whatever.	Recognizes difficulties in saying no to drugs even after learning how. Worried that self-desire to say no will fade in time.	Recognition That Learning How to Reject Drugs Does Not Make it Easier Expresses Worry for Losing Desire to Reject Drugs and Alcohol
23. And also, they tell my mom, like, every time I like, AWOL and stuff.	Experiences staff telling mother about every broken rule.	Staff Tells Mother About All Broken Rules
24. Actually, I was born here, right and I never knew my real dad, never. And I met him first night I was in the group home 'cause I AWOLed and I like, called him up. I'm like, "Yeah." He was, like, just shocked to hear from me. But we met and stuff.	Met father for first time on first night at group home.	Initial Meeting of Father Occurs on First Night at Group Home
25. …the guy who's my sisters, have a different dad. And he's like,	Recognizes sisters' father as own and as someone supportive, although he and	Recognizes Sisters' Father as Own

always been there for me, whatever, so I still call him dad and everything, right…my mom and him and they like split up in Grade Four. And now my mom, she just got married, on June 4th.	Mother split up five years ago. Experiences mother recently remarrying.	Experiences Different Father Figures: Mother Recently Remarries
26. I have more contact with my real dad, like, the one I'm not supposed to have, like, any contact with then, like, my dad in Calgary.	Acknowledges having more contact with biological father, although forbidden, than with dad.	Initiates More Forbidden Contact with Biological Father Than with Dad
27. I don't know, 'cause he apparently like beat up my mom, like, raped her, so I like, won't go there unless I've got like, somebody like, twice the size of me, like, with me. (So you don't really have a great relationship with him?) No.	Recognizes that biological father abused mother so for safety, only visits with the company of larger friends. Admits to not having a good relationship with biological father.	Contacts with Biological Father Supervised by Larger Friends: Poor Relationship
28. My mom, she knows she can't stop me, right. She could try to put, like, a restraining order on him, but…I know she asked me about it once. We were like, arguing and I was just like, "Okay, I want to know where I came from, and is that so wrong?" And she's like, "Do you want him to rape you?" She's like, "Do you enjoy getting raped?" I almost jumped out of the truck. And she told me to F-off too, I was mad. Like, I was like, "Take me back now." And then she just dropped me off and then I started like, crying and I came in the house like, bawling.	Realizes that mother cannot stop visits with biological father short of getting a restraining order. Argument with mother about wanting to know self-origins led to accusations of enjoying rape, cursing, self-desire to return to group home, and crying.	Knowledgeable of Limitations for Mother Stopping Visits with Biological Father Struggles with Mother Over Desire to Know Origins: Argument is Upsetting
29. She doesn't want me to like, know who he is. Like, to the point that he like, she told me, she's like, "Jill look, he raped	Perceives mother as not wanting self to know biological father due to mother's repeated experiences of rape from	Understands Mother's Reasons for Not Promoting Contact with Biological Father

me again and again and again." I've always wondered this, but till now I like, never you know, had the courage to ask her what it was. I've always wondered, like, you know how you just said he raped you." She's like, "Yeah." I'm like, "Is that, like, why I'm here." And she like, looked at the floor, looked at me, then back at the floor. She said, "I can't answer that." I'm like, "Mom I think I know the answer." And she just nodded.	him. Found courage to ask mother difficult question about own origin. Discovered own birth was result of rape.	Courage to Ask Mother About Origin Uncovers Truth That Own Birth was Result of Rape
30. It's not that hard you know, 'cause it's like happened to me. And I thought I was like pregnant after it and then you like, I'd never give up a child. Even though I'm fourteen, I couldn't do it, 'cause you know, I like, thought I was pregnant and I still knew that like, I'd love it with all my heart and soul.	Perceives keeping a child conceived through rape is not that difficult due to own experience. Own belief in being pregnant after rape led to love for and desire to keep child, regardless of own young age.	Disregards Own Age or Means of Conception as Reasons to Give up a Child
31. …me and my mom, we fought constantly. And this one night, I went to a punk show. And that was the night that thing with that guy kind of happened and I was really drunk and really stoned and all that. And then, um, I never like, told anyone about it, but I went and tried to jump off a bridge.	Prior to stay at group home, constantly fought with mother.	Poor Communication with Mother Prior to Group Home
32. I was like, sitting up on, like where the cars are, just waiting for a train. That's like how much he tore me up inside. Like, it still, like, oh it hurt so bad. But I like, I wouldn't tell like anybody about it.	Feeling Torn up inside from rape led to attempted suicide. Decided not to discuss rape with anyone. Currently feels hurt from rape.	Suicide Attempt Follows Feeling Hurt and Torn-up From Rape: Still Hurts

33. I don't know, I stole my mom's cigarette butts. She like, butts them out real big. And then I was like, "He he he," right. She's like, "Jill you stole my butts." I'm like, "So." "You come out here or I'll come in there." I'm like, "No I need this." It's like, I'm like, "If I don't get this I swear to God I'll shoot myself." Oh well, I guess she something about well maybe that wasn't such a bad thing. And then I was like, "I wouldn't say that 'cause like two days ago I was out, I was about to jump off a bridge until somebody came and stopped me." And then she was like, "Oh." And then she started calling me all these names while she's like, phoning the hospital.	Argument with mother leads to threat of suicide and mother agreeing to the idea. Further disclosure of prior suicide attempt led to call to hospital.	Threatens Suicide During Argument with Mother: Mother Agrees Disclosure of Prior Suicide Attempt Leads Mother to Call Hospital
34. And then I stayed overnight in the hospital and then they asked me like, you know, all these questions and stuff, and they swore to God they wouldn't tell my mom, they just wrote down that I was sexually assaulted. But they lie. They told my mom…And then, she like, drives me to the R.C.M.P. station.	While in hospital for attempted suicide, trusted staff with information about being raped feeling assured they would not tell mother. Felt betrayed when staff broke confidentiality to mother.	Experiences Betrayal of Trust by Hospital Staff: Told Mother About Sexual Assault
35. And then she was like, "I just can't take this anymore," and all this, right. I'm like, "Ha you had me. I'm your problem." And then, he called like, some lady from Social Services, this cop guy.	Became involved with Social Services after mother discloses difficulties as a parent to police.	Involvement of Social Services Follows Mother Reports Problems to Police

36. …that day they took me to like, um, a foster home in a little place outside of Camrose. And then, I don't know, they got me out early from there, like just after my mom moved up here.	Prior placement in foster care lasted until family moved out of town.	Family Moving Shortened Prior Stay in Foster Care
37. … and I was kind of like, freaking out that night because it finally hit me that this is not just coming up here to this town to visit. It's forever, right. And I came over there and I was like, "No I'm going back to Calgary. I don't care, I'll hitchhike there." Never did.	Experienced feelings of finality about move to new town. Expressed strong desire and motivation to return to Calgary.	Feels Move to New Town was Forever: Motivated to Return to Calgary
38. The next night, Louis and all those guys, they like came to my window. I look out my window and they're like, "Jill come out." I'm like, "Okay." And then I get down they're like, "Here have a beer." So I got drunk, but not bad though. And then like, I sobered up by the time I came in which was like four-thirty in the morning. But my step dad comes in. "Jill, I smell alcohol. Were you drinking?" "No." He like, leans over and smells my breath…So I got grounded for three days. Um, the next night. They come to my window again. They're like, "Come out." I'm like, "I can't. There's no way out. Like, without me getting caught." So we got this idea that I'd go onto the balcony, climb over, get one of them to climb on the truck and boost me down. They did. I had no	Experienced repeated incidents of drinking after sneaking out of home and getting caught. Second trip to hospital for drinking while on medication lands a spot in a smaller group home.	Experiences Repeatedly Getting Caught for Drinking While on Medication: Taken to Hospital Experiences Smaller, More Relaxed Group Home After Caught Drinking Several Times

shoes or no socks. Larry catches me at seven in the morning, walking around by the aspens, pissed. And then, um, so they took me to the hospital because I'm on Prozac. And Prozac and alcohol are not a good. And then I talked to some like, counsellor chick, and I don't even remember like, what I said to her. And then they took me to Social Services. They're like, "Yep. You're going to this place called Changes. It's a temporary receiving home. It's kind of like a group home but um, there's only three kids there and it's pretty relaxed." So I'm like, "Okay."		
39. And then like, a couple weeks later, they're like, "Yep. You're going to the group home." And I cried. When I was at Changes like, I wanted to be there more than like, anywhere. Like, I didn't want to go home.	Notice of transfer to new group home from smaller one met with tears. Preferred to stay at smaller group home, even to moving to family home.	Crying Accompanied News of Move to New Group Home Strong Desire to Stay at Old Group Home
40. Nobody knew like, why I was gone. Like, I still don't. Why I'm at this group home. Apparently because, I don't know, they want like, more for me or something and this group home is a better place or something, but I don't know.	Unsure of reasons for placement at new group home except that it may be better for improving self.	Uncertain of Reasons for Group Home Placement: Better Place?
41. I love Changes, man. Like, the staff there are totally like, "Jill come out and have a smoke and we'll talk about it." The first day that I got my outdoor privs, I went over there.	Strong attachment developed to staff at old group home. Visited old group home while staying at new one.	Develops Strong Attachment to Staff at Old Group Home: Visits During Stay at New One
42. (So when you were at Changes...) ...I was straight the whole time.	Obeyed rules during stay at old group home.	Follows Rules at Old Group Home

43. About the group home, people were like, "why are you there?" Short version is I drank too much.	Perceives drinking too much is reason for group home placement.	"Drank too Much" Landed Group Home Placement
44. I used to pop pills when I was in Wetaskawin. Which is dumb, scary too. And I used to go to school like that too, like stoned out of my mind on Gravol.	Admits history of taking drugs before going to school was stupid and risky.	Acknowledges Risks Involved in Prior Drug Use
45. Okay, it was like, I don't know, I was there but I wasn't, you know. I'd like, be in my room for like, hours at a time just like, listening to music and whatever. If I wasn't there, I'd be like, on the phone, you know.	Felt distanced when living at home, staying in own room or talking on phone most of the time.	Distanced Self While in Family Home Prior to Group Home
46. (You said that you used to fight with your mom?) Constantly. It was like so constant. But then I like, drove her to it. Like, I I freaked out on her one night. Like, one morning before school. Total, I like, called her like a slut, a skanky ho, fucking bitch, like all this stuff. And I was like, "Remember Darren Pauls? I slept with him." And then my mom found out and she put like a restraining order on him. I'm like, "Yeah, you know how we were supposed to break up like three months ago, we broke up two weeks ago." Like, all this stuff, right and I was like, mocking her so bad, too. She'd go and like, search my room for drugs and stuff.	Admits to provoking regular fights with mother by calling her names and mocking her with self-performed risky behaviors. Mother searched room for drugs.	Acknowledges Provoking Regular Fights with Mother Experiences Mother Searching Room for Drugs
47. I don't know, 'cause she was a bag. I don't know, I was like, troubled. I	Felt being troubled and thought mother was mean for sake of it were reasons to	Attributes Many Different Reasons for Provoking Fights with Mother

don't know, depression like, runs in the family and I was like, a little freaky kid. I don't know.	provoke fights. Acknowledges that depression runs in family.	Acknowledges Feeling Troubled and Depression Runs in Family
48. Oh yeah. Whenever I see her, I'll be like, "Yeah mom. Give me a hug." I love her so much. Before I'd be like, "Oh I hate my mom so much," right.	Feelings of hatred for mother transformed into love.	Transformation of Hate to Love for Mother
49. It's just we communicate better, you know. We sit there and talk. And before I'd just be like, she had like, no idea who I was going out with or what we were doing, where we were going, you know. I just kind of wouldn't come home and then call her at like, ten to come pick me up. And, I know a couple times I've had to find places to like, sleep in town. She like, wouldn't come pick me up. We can really talk pretty openly about like, everything now. Pretty much. But, now she knows like, a lot of stuff that I've done.	Recognizes development of better communication with mother. Previously would not inform mother of daily activities and had to find places to stay as a consequence at times. Now able to speak openly with mother and share prior activities.	Development of Better Communication with Mother Previously Kept Details About Life Now Shared with Mother
50. Oh, my stepbrother, he's actually pretty cool. He's a bit of a geek but I love him. I never knew him that good to begin with. So, I don't know.	Gets along with and likes stepbrother although only known for a short time.	Newly Formed Positive Relationship with Stepbrother
51. I'm more used to my step dad. Like, before I was like, "Oh that's the guy who's sleeping with my mom." (Do you get along with him?) Yeah, fairly well. I don't know, like, he's never raised his voice at me, but.	Known stepfather for longer as man sleeping with mother. Perceives his not raising voice at self and getting along fairly well as positive aspects of relationship with stepfather.	Perception of Stepfather Changes Over Time: Get Along Fairly Well Perceives Positive Trait in Stepfather: Does Not Raise Voice to Others
52. Living with boys. It is weird though. It should	Finds it strange living with boys and would prefer to live	Prefers Living with Only Sisters and Mother to with

just be me, my mom, and my sisters but it's not.	just mother and sisters.	Boys
53. I used to totally resent him. But, you know, I was like, "You're going to make me miserable for the next four years." But then, I started thinking, you know, even if I, like you know, don't like it, like, it's only four years of my life. It's the rest of my mom's life and I know, like, he makes her so happy.	Initially resented stepfather, thinking he would make life miserable. Realized that stepfather makes mother happy and would only be part of life for next four years.	Initial Resentment of Stepfather Turned to Acceptance Through Realization That He Makes Mother Happy
54. (sisters) I love them so much. I don't hit them anymore. I used to hit them. They'd just make me mad and I'd just haul off and just like, punch them.	Acknowledges devotion to sisters. Admits to punching sisters when mad but no longer does so.	Strong Devotion to Sisters Changed Behavior Towards Sisters: No Longer Hits Them
55. I was like little miss rebellious chick. I'm just not so rebellious. I still want to be sometimes. You know, I know that like, you know, if I keep my, you know, drinking and stuff, like, turn out like my dad, and alcoholism at this point isn't the way that I want to go.	Recognizes no longer as rebellious as once was, but still feels urge at times. Acknowledges that becoming an alcoholic like father is not a desire now.	Desire to Rebel Does Not Lead to Actions as Once Did Chooses Not to Continue Path to Alcoholism at This Time
56. I put I was so thankful for my precious baby sisters. I love them with like, all my heart. I'd do like, anything for them. Even last year, when I like, hit them and stuff, this one guy he like, pushed my sister into a locker. Oh I told him off pretty bad. I like, threatened him…like, I'm so possessive of them.	Feels thankful for sisters and acknowledges protectiveness over them has not changed. Stands up for sisters when they are bullied.	Acknowledges Protectiveness For Sisters Has Remained Constant
57. But the ones that I'm like, always with, have like, never drank or like,	Perceives friends as positive influences based on that they have not experimented with	Experiences Positive Influences from Friends

never done drugs. And like, you know, and they're like really good influences on me. You know, and I can, I can still rag to them about, like everything.	drugs and alcohol and yet are there to listen.	Friends are There to Listen
58. Yeah, like, like, no matter what I did. Whether it was like drugs and stuff, you know, or partying, even though like, they've never done them, they're still so supportive of me.	Finds friends provide support regardless of the issue and whether they have experienced it or not.	Receives Support and Acceptance from Friends Regardless of Prior Actions
59. I'm like busy all the time. I can't do dick all anymore.	Feels there is not time for choice activities at group home.	Not Enough Time For Own Activities At Group Home
60. I know Sara, she just got dumped like so harsh, right. And then, Darla, she's just like, "Oh, just get over it," right. I got so mad because I totally know where Sara's coming from. I'm like, "Darla, go away okay. That's not how to make somebody feel better." I'm like, "Just leave okay. Let me like, handle this." Sara was just like, "Thank you." And, we're just all so supportive of each other.	Developed a connection with friend over similar experience. Had to intervene between another friend who felt was not being very supportive for hurting friend. Friend expressed thanks for support.	Develops Connection with Friend Through Empathy for Situation Feels Appreciation from Friend for Taking Over Supportive Role from Other Friend
61. There's this one. I hate her. I told her to F-off before. But, 'cause she, oh, she just like, she makes me mad like, just the way she talks to me...her tone of voice.	Dislikes one staff member and angered by her tone of voice.	Dislike of One Staff Member Related to Tone of Voice
62. I love most of the staff. I don't know, they're funny. They're like, make you like, talk to them and stuff. And, just this one day, me and Carrie and Trina beat up Chris with like, rolled up newspapers,	Loves most of the staff members for helping express thoughts and feelings and ability to have fun with residents.	Develops Love of Staff Through Talking About Issues Experiences Fun with Staff

got him to the ground and started tickling him.		
63. That's kind of hard because I know everything they say, like, gets back to my mom. Everything that I tell them. You know, so, I would trust them, but there's like, some things, you know, that go on that, you know, that just aren't for mom's to know.	Finds it difficult to completely trust staff members knowing that everything said is told to mother. Trusting staff would be easier if information was kept confidential.	Development of Trust with Staff is Hindered by Lack of Confidentiality from Mother
64. It's more like friends with authority, or something. You know, you can like, joke around with them.	Perceives staff as "friends with authority" since joking around is allowed.	Perception of Staff as "Friends with Authority"
65. 'Cause stuff there gets shortened and nobody knows, like, "Oh I got three EBTs last night." They're like, "What's that?" Now AWOL is like, a regular word in like, all my friends' vocabulary. They'll talk about like, running away, they'll feel like they're AWOLing from home.	Learns language of group home as shortened forms of common phrases. Finds friends pick up the group home lingo from self-explanations.	Adapts Language to Group Home Catch Phrases Transfer of Group Home Lingo to Friends
66. ...but people's like, opinions about, you know, those messed up kids in the group homes and stuff, like, totally change. People have like really messed up ideas, like about it and stuff.	Participates in changing others' distorted perceptions of group home and its residents through own experience.	Embraces Opportunity to Change Others' Distorted Perceptions of Group Home and Residents
67. "But that lady'll get mad 'cause it's like not part of the plan or something." Like, "Deidre, I think they'd rather like, do something, like, not in the plan than like, have you pee all over everything. James makes fun of that all the time too. He's like, I don't	Experiences friend feeling that the group home is overly structured and worries about changing plans. Reassures friend that bodily functions do not qualify as changing plans. Experience friends and self making fun of the extent of planning at the group home.	Experiences Friends' Perception that Everything Must be Planned at Group Home Makes Fun of Extent of Planning at Group Home with Friends

know, somebody will say something about the group home and he'll be like, "'Cause it's not part of the plan," right. I make fun of it. 'Cause, it's a weird place.		
68. Actually, I want to work there. Like, I'd probably get made fun of or something if I like, told them, "Yeah, I want to work here." Then they'd be like, "Well, you can't do that. You live here."	Expresses desire to work at group home but thinks others at group home will not understand or accept her desire.	Expresses Desire to Work at Group Home Uncertain of How Others Will Respond to Desire to Work at Group Home
69. I think it would be neat, you know, 'cause I could totally like, understand where they're coming from and stuff.	Believes understanding of residents' issues will be an asset for working at group home.	Acknowledges How Own Experience Can Help to Understand Residents as a Staff Member
70. I'm persuasive, too. I got this one chick who's like always AWOL, I got her to stay. And I said, "Look, I'll be so proud of you if you know, you make it through the weekend. You know, like, if you can just get your privs back for like, the first time since you lost them, Lisa I'll be so proud of you," you know. And she stayed, she almost got them back but she like, left the day I went to go home.	Recognizes own persuasiveness as important in being a good group home worker. Tries to convince fellow resident to stay at group home in order to earn privileges with limited success.	Recognizes Own Persuasiveness as Positive Trait Persuades Fellow Resident to Stay at Group Home with Some Success
71. She doesn't like pressuring me to AWOL anymore 'cause I've told her, you know, "Lisa, if this was like, you know, a month ago, I would have been gone like that."	Expressing no desire to AWOL from group home stops other residents from pressuring to leave.	Exerting Own Desire to Stay Halts Pressures From Residents to AWOL
72. ...people have like, come and gone, whatever, like. There was a little kid, Stew, he was nine, like, he was living there...'cause	Experience residents moving in and out during course of own stay, feeling sorry for one temporary young resident.	Experiences Turn-Over of Residents During Own Stay Feels Sorry for Young Temporary Resident

there was like, no other place to put him. They were waiting for other places. I feel so sorry for that little guy.		
73. It, it's a blast sometimes. Lisa always has her privs, right so we sit around and play cards with her.	Enjoys living at the group home at times, especially playing cards with another resident.	Enjoys Time at Group Home Playing Games with Residents
74. Well, yeah and also, it's like, you know, you just get too used to things too easily. I mean, like, cards now. And I used to think before I came there, I, I like, always turned it down. At first I'd be like, "No." I read somewhere that playing cards was like, a waste of time. I really thought about it and it is, but, now I'm like a card junkie.	Gradually accepts new activities as own.	Adopts New Activities from Group Home
75. Well, one guy wanted, like was in love with me. And the one that I hitchhiked to Edmonton with…First day that I got there, he told Kim that he thought I was beautiful. But, he like, wouldn't stop asking me out. He was like, making all this stuff up. Chris would try to put his arm around me and I'd be like, "Um, what are you doing?" And he tried to kiss me a couple times but I like, slapped him, right. That wasn't as good an experience.	Experience difficulties with male resident that would lie about their relationship and persist with unwanted overly-friendly advances.	Experiences Difficulties with Lying, Persistent Male Resident
76. Stuff like, yelled at each other we both got like, sent to our rooms. We had to sit there and discuss it. I hate that, having to discuss it with him.	Fighting with other resident resulted in time spent in own rooms and discussion of issues. Expresses extreme dislike for having to discuss problems with other resident.	Experiences Consequences for Fighting with Other Resident Dislikes Discussing Issues Involved in Fight with Other Resident

77. I run from my problems. No. Just like, what's done is done, you know. Don't dwell on it. I can't change the past, why bother thinking about it.	Acknowledges problem-solving skills include moving past things instead of dwelling on things that cannot be changed.	Prefers to Move Past Problems to Dwelling on Past Issues
78. (people visiting) I like it you know, 'cause they can finally understand where I am and stuff. People are all like, you know, 'cause there's so many like, misconceptions about it and stuff. I've been asked so many times if I was in a nuthouse.	Enjoys visitors at group home and perceives it as a way to dispel their beliefs that group home is an asylum.	Enjoys Having Visitors at Group Home: Chance to Dispel Misconceptions
79. I just tell them that it's like, you know, for kids who have some problems. You know, whether it's like, most of the time it's like family and stuff, and they work on making it better and getting back home. It's just a way to start.	Recognizes group home as place for children with problems, usually with families, to work on issues in order to return home. Perceives group home as a starting point to fix problems.	Recognizes Group Home as Place for Children to Work on Problems Perception of Group Home as Starting Point for Problem-Solving
80. And then, still they'll sit outside and talk for awhile until it's like, right time for me to go in. And, they'll like swear and stuff. I'll be like, "Guys, watch your language." And I'll be like, "Do you remember…" 'cause I tell all my friends about AWOL stuff, but, you know, it's fun. But when you're there, they can like, hear and stuff. And they'll be like, "Yeah do you remember that time…" I'll be like, "Shh. Hello?"	Feels responsible for how friends talk around group home, reminding them to avoid certain words and topics.	Responsibility for Friends Following Rules While At Group Home
81. I don't know, if you want to go for a walk and stuff, I hate it 'cause I like, go for walks all the time. You know, just kind of wander around	Unable to enjoy walking aimlessly around town since group home staff requires prior knowledge of residents' whereabouts.	Experiences Restrictions on Usual Activities Since Staff Need to Know Residents' Whereabouts at All Times

aimlessly, like not knowing where I'm going, not caring. You know, so they're like, "Where are you going?" You sit there like, "Uh, I don't know, I'll be back in an hour." They're like, "Nope. We have to know where you're going."		
82. Yes. I like it now. You know, it offers, like, security and stuff…and like, structure and…Sometimes it can be too structured but like, you know, like, I'm always busy and that's like, what gets me into trouble is me being bored. When I'm bored, I'll do like, anything. You know, whatever crosses my mind, I'll go do it.	Develops positive feelings for group home from the security and structure that it provides. Recognizes that although sometimes too structured, kept busy and out of trouble. Acknowledges boredom leads to participation in troublesome activities.	Security and Structure Enhances Development of Positive Feelings About Group Home Acknowledges Structure Keeps Self Busy and Out of Trouble Boredom Leads to Self Trouble
83. Yeah. But, I actually really like it there, you know. Like, I was laying there on the couch and I was like, "This feels like home. Ahh!" Like, I'm getting way too used to it.	Develops comfort at group home as if it was really home.	"This feels like home"
84. I've got like so much support. You know, they said that like, if I ever like, you know, run into problems and stuff and like after I'm discharged that I can like, call them and stuff and they'll still like, be there for me. I was like, "Awww." Oh, I will definitely go back and visit. Definitely.	Recognizes large amount of support, especially from staff members who acknowledged that their help does not end upon discharge. Felt moved by how staff cares and expresses definite plans to return for visits at group home.	Acknowledges Having Lots of Support Feels Touched to Know How Staff Continue to Care and Offer Help After Resident Leaves Expresses Definite Plans to Visit Group Home After Discharge
85. Some of the stuff is really boring that they do there.	Acknowledges some activities at group home are boring.	Experiences Boring Activities at Group Home
86. Oh, I've got AADAC and a lady at the hospital. Like, child psychologist or	Attends counselling at two places, dealing with self-mutilation issues with the	Attends Counselling at More Than One Location

something 'cause I kind of just have this problem with like, cutting myself up and I almost did last night.	psychologist.	Acknowledges Issues with Self-Mutilation are Discussed with Psychologist
87. It's like, really confidential, which I like. 'Cause at the group home, nothing's confidential. Well, everything's like, kept from like, other residents and stuff, but I mean.	Appreciates confidentiality of counselling sessions since little confidentiality is maintained at group home.	Appreciation for Confidentiality of Counselling Sessions Experiences Limited Confidentiality at Group Home
88. It's depressing sometimes. 'Cause you like, I don't know, you like lay there and you're like, "I shouldn't be here. I should be home. You know, I should be in my bed. Not this bed that, like, feels like a freaking rock."	Feels depressed at times while at group home, knowing should be home with family.	Group Home is Depressing At Times from Knowing One Should be at Home
89. Oh, I know it's been great for me. It's like, helped me out a lot. If I wasn't there, I'd be drunk right now. So, it's like it's helped me and stuff.	Acknowledges that group home has helped extensively, keeping self from drinking.	Recognizes Helpfulness of Group Home Group Home Helps Avoid Drinking
90. ...but I don't, I don't like goal work either 'cause I have to do three positive things about myself for a month. It's hard.	Experiences difficulties with acknowledging three positive aspects of self for goal work.	Experiences Difficulties with Identifying Positive Qualities of Self
91. ...some people, I don't know, like, Kim like, got sent to YAC. They threatened to put me there too, that's how much I like, AWOLed at first. It's like, "Okay, maybe I'll stay." And I don't know, there's like, part of me like, deep down that's like, I've changed like, so much but there's still that part of me that wants to like, tear it up and just be like, whatever. Go back to being that rebellious	Threats to be sent to Youth Assessment Centre encourage obedience at group home. Acknowledges self changes accompany desires to return to old ways. Successful in fighting desires to rebel so far.	Obedience at Group Home Encouraged by Threats of Moving to Youth Assessment Centre Acknowledges Self Changes Experiences Success in Fighting Off Desire to Rebel

little devil child again. But,
I'm trying to fight that and
I've been good so far so.

Appendix D

Second-Order Themes of Mackenzie's Experience

Thematic Clusters

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1. Recognition of Strictness of Rules
   (2, 3, 4, 5, 47)

2. Experiences of "Out-of-Control" Behaviors Led to Group Home Placement
   (8, 9)

3. Recognition of Differing Relations with Staff Members
   (35, 36, 37, 38)

4. Friendships Based on Common Life Goals
   (20, 22)

5. Experiences Different Roles with Other Residents
   (Excerpt Numbers from Table 1: 20, 21, 22, 23, 24, 44)

6. Perceives Older Children Benefit More
   (21, 42)

7. Perceives Risk and Responsibility for Visiting Friends
   (25, 26)

8. Realization of Changes Made to Self
   (1, 10, 34, 39, 40, 46)

9. Actions Have Consequences
   (3, 29, 30, 31, 32, 43)

10. Taking Responsibility
    (32, 34, 40)

11. Counselling Facilitated Changes
    (49)

12. Improvement in All Family Relationships
    (4, 10, 13, 14, 15, 16)

13. Recognizes Effects of Changes in Parental Relations
    (12, 17, 18, 45)
14. Develops Readiness to Move Home
    (7, 11, 41, 45)

15. Realizes Support for Structure of Group Home
    (29, 32, 33, 48)

16. Recognition of Better Activity Choices
    (10, 19, 27, 28)

17. Develops Connections to Group Home
    (1, 6, 22)

Second-Order Themes of Julie's Experience

Thematic Clusters
1. New Experiences with Restrictions on Life (1, 5, 7, 45)
2. Realization of How Group Home Helps (1, 40, 45, 46, 54)
3. Recognition of Positive Self Changes (2, 4, 23, 24, 26, 27, 30, 45, 46, 50)
4. Learns Decision-Making and Meaningful Consequences for Actions (3, 20, 40, 48, 50, 55, 56)
5. Placement Issues Arise From Complex Circumstances (6, 9, 10, 11, 12, 25, 44)
6. Repeat Occurrences of Disbelief (6, 8, 14, 52)
7. Feels Rejected by Parents (11, 12, 17, 21, 22, 51)
8. Support Felt From Sister, Uncle, and Family Friends (13, 15, 18, 22)
9. Mixed Feelings About Home (16)
10. Develops Future-Oriented Goals (19, 44)
11. Loss of Friends (23)
12. Lack of Privacy With and Responsibility for Visitors (28, 29, 49)
13. Staff Control Residents (31, 33, 34, 42, 47, 58, 59, 60, 61)
14. Develops Closeness to Certain Staff Members (32, 33, 35, 46, 51, 53, 54)

15. Varied Relations with Residents: Sources of Motivation and Frustration (36, 37, 38, 39, 41, 42, 43)

Second-Order Themes of Donovan's Experience

Thematic Clusters

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1. Appreciation for Group Home: Learns from Consequences
(1, 2, 3, 10, 11, 12, 13, 17, 19, 22, 35, 64)

2. Develops Belief that Staff are Caring
(1, 6, 18, 19, 25, 26, 60, 66)

3. Many Rules are Unfair
(3, 4, 9, 36, 37, 54, 61)

4. Experiences Group Home as Nothing Like Home
(4, 34, 36)

5. Develops Positive Relations with Residents
(5, 38, 62)

6. Initial Dislike for Group Home
(5, 18, 21)

7. Dislikes Changes in Home Visits
(7, 8, 45, 59)

8. Develops Confidence in Self
(11, 46, 47, 58, 62, 65)

9. Learns to Make Own Choices
(13, 14, 15, 23, 25, 56, 63)

10. Maintains Relationship with Foster Family
(16)

11. Bonds to Staff Members Differently
(18, 57, 60)

12. Appreciation of Group Home Does Not Enhance Desire to Live There
(20, 22)

13. Becomes Positive Role Model
(24, 38, 39, 41, 42, 43)

14. Improvement in Parental Relationships
(25, 27, 32, 46, 48, 49, 50, 51)

15. Rule and Law Breaking Behavior Leads to Group Home Placement
    (28, 29, 30, 31, 33)

16. Enjoys Admiration of Others
    (40, 42, 58)

17. Dislike Supervised Visits
    (44)

18. Still Makes Mistakes
    (51, 52, 53)

19. Maintains Friends Despite Restrictions
    (54, 55, 56)

20. Counselling is Enjoyable
    (67)

Second-Order Themes of Jill's Experience

Thematic Clusters

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1. Transforms Thoughts of Group Home Through Adaptation
   (1, 2, 3, 7, 39, 65, 88, 91)

2. Initial Preference for Prior Group Home: Acts Out
   (4, 5, 15, 24, 38, 39, 41, 42)

3. Recognizes Helpful Qualities of Group Home
   (6, 13, 82, 83, 89)

4. Improves Family Relations: Mother, Stepfather, Sisters, and Stepbrother
   (8, 30, 31, 33, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56)

5. Experiences Difficulties in Avoiding Temptations
   (9, 10, 14, 22)

6. Acknowledges Positive Self-Changes
   (10, 15, 21, 45, 55, 70, 71, 74, 84, 91)

7. Recognizes Bad Decisions
   (11, 12, 44, 82)

8. Recognizes Purposes of Group Home
   (14, 40, 43, 79, 88, 90)

9. Experiences Mixed Responses from Staff
   (16, 23, 61, 63, 68)

10. Varied Experiences and Feelings About Alcohol
    (16, 17, 18, 19, 20, 38)

11. Mixed Feelings About Counselling: Appreciates Confidentiality
    (18, 86, 87)

12. Initiation of Contact with Biological Father is Disruptive
    (19, 26, 27, 28, 29)

13. Develops Desire to Positively influence Others
    (21, 56, 66, 68, 69, 70)

14. Experiences Limits of Confidentiality
    (23, 34, 63, 87)

15. Experiences Many Changes Prior to Group Home Placement
    (25, 32, 33, 35, 36, 37, 38, 47)

16. Recognition of Supportive Friends
    (57, 58, 60, 67, 84)

17. Experiences Restrictions on Actions
    (59, 81, 85)

18. Develops Lasting Caring Relationships with Staff Members
    (62, 64, 84)

19. Desire to Dispel Others' Misconceptions About Group Home
    (66, 67, 78)

20. Responsible for Visitors' Actions, Yet Enjoys Them
    (67, 80)

21. Varying Experiences with Residents
    (72, 73, 75, 76)

22. Unhealthy Issue Resolving Skills
    (76, 77)

Appendix E

Common Thematic Clusters for the Experience of Living in a Group Home

1. Experiences New Restrictions: Initial Dislike
2. Learns Meaningful Consequences for Actions
3. Experiences Difficulties with Visitors at Group Home
4. Positive Experience with at Least One Other Resident
5. Depends on Supportive Friends
6. Develops Different Relationships with Staff Members: Closeness to One
7. Realization of Changes Made to Self
8. Recognizes How Group Home is Helpful
9. Experiences Outside Counselling
10. Improves Some Familial Relationships